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ABSTRACT

This final report describes activities of a 3-year federally supported program designed to enable school systems to establish and implement systematic transition planning to meet the multicultural needs of preschool-aged children with disabilities and their families moving into kindergarten and other general education settings. The program model has two major components: best practices and accompanying critical activities for the transition of young children with disabilities; and guidelines for developing a transition process that incorporates these best practices. Program impact is reported for four aspects: (1) replication or planning for replication of the model by 26 school districts in the 7 states involved (Indiana, Maine, New Hampshire, New Jersey, South Carolina, Utah, and Vermont); (2) impact upon the successful transition of young children into kindergarten; (3) impact upon family and educator awareness of need for participation in transition planning; and (4) impact upon statewide dissemination and implementation of transition planning. Extensive appendices include leadership institute agendas; state summative reports; sample evaluation instruments; and sample documents developed by the program, such as family guides to transition. (DB)

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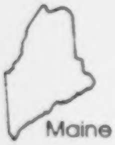

New Hampshire

South Carolina

H024D20005

OUTREACH PROJECTS:

Early Education Program
for Children with Disabilities

National TEEM Outreach: Transition Into the Elementary Education Mainstream

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FINAL REPORT
January 1996

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I. INTRODUCTION

This final report of the OSEP, Early Education Program for Children with Disabilities (EEPCD) Outreach Project, **National TEEM Outreach: Transition into the Elementary Education Mainstream**, administered by the University Affiliated Program (UAP) of Vermont, describes:
1) a model/planning process designed to enable school systems to establish and implement systematic transition planning which is adapted to meet the multicultural needs of preschool-aged children with disabilities and their families moving from early childhood settings into kindergarten and other general education settings, and 2) the impact of **National TEEM Outreach** in disseminating and replicating the EEPCD model demonstration project entitled **Project TEEM - Transitioning into the Elementary Education Mainstream** (September 1985 to August 1988) and EEPCD-funded Statewide Outreach project entitled **Project TEEM Outreach** (October 1988 to September 1991) in public schools within the participating states of **Indiana, Maine, New Hampshire, New Jersey, South Carolina, Utah** and **Vermont.** The TEEM model promotes a process which enables school systems to establish and implement transition planning that is reflective of best practice; is designed to address the strengths, needs, and characteristics of children, families, and school systems; results in the successful transition of preschool-aged children receiving early childhood special education (ECSE) services and their families from early childhood settings into kindergarten and other general education environments; and promotes systemic changes to support ongoing transition planning and inclusion of young children with disabilities in general education settings.

A. Project Goals

The goals of National TEEM Outreach were to: 1) increase the number of school districts throughout the nation that are replicating the TEEM model, 2) promote the successful transition of young children with disabilities and their families from early childhood programs to kindergarten classrooms and other general education environments,
3) increase the awareness of parents and local educators concerning the need for replication of the TEEM model, and 4) establish a dissemination,

training, and technical assistance system within participating states that is independently operational and self-supporting at the end of the project. A major component of this Outreach model was the identification and training of State TEEM Outreach Coordinators within each participating state to provide ongoing training, technical assistance, and dissemination to over 300 members of local planning teams as they developed and implemented their transition processes. A Leadership Training Institute was conducted each year (twice in Vermont and once in New Jersey) for the participating states' Coordinators with ongoing follow-up from project staff, including site visits, monthly conference calls, and sharing of written resources and materials. A critical portion of this final report is devoted to descriptions of, and reflections upon, the impact of the TEEM process in each participating state written by the State TEEM Outreach Coordinators. Please refer to Appendix A for a list of the State TEEM Outreach Coordinators, Leadership Institute Agendas, and summative reports written by the State TEEM Outreach Coordinators.

Throughout National TEEM Outreach, project staff and the State TEEM Coordinators collaborated in sharing information on the TEEM model and the availability of training and technical assistance through National TEEM Outreach in each participating state. Project staff developed a brochure describing National TEEM Outreach and the TEEM model for State Coordinators to disseminate, and State Coordinators developed dissemination materials tailored to their individual recruitment efforts. The State Coordinators and project staff collaborated in publishing two newsletters for state and national distribution which contained information related to the TEEM model and project activities in each state. A manual outlining the TEEM process which was completed during Project TEEM Outreach was provided to members of individual planning teams in each state to assist them in developing and implementing transition procedures which reflected best practice, and to provide them with detailed information, strategies, examples, and materials for implementing the TEEM model. Project staff, State TEEM Outreach Coordinators, and individual members of planning teams presented at state, national, and international conferences on the TEEM model. In addition to personal contacts State Coordinators made with school districts to enlist their participation as model sites, presentations within participating states often resulted in recruitment of school districts committed to receiving training and technical assistance. During the second year of the project, project staff collaborated with NEC•TAS and staff from other projects focusing on transition on a synthesis paper addressing transition issues.

Please refer to Section III for more detailed information on the impact of National TEEM Outreach.

II. THE TEEM MODEL

The Project TEEM model enables school systems to establish and implement a transition planning and decision-making process which meets their unique needs. The model is designed to address the concerns with, and challenges related to, entry into the public school expressed by families and professionals, promote the implementation of best practices, and facilitate the transition of all children with disabilities from ECSE services into the kindergarten classroom and other general education environments.

The TEEM model has two major components:

Component 1. Best practices and accompanying critical activities for the transition of young children with disabilities.

Component 2. Guidelines for systems to develop a transition process which incorporates the best practices.

A. Component 1: Best Practices and Critical Activities in Transition Planning

Best practices are those practices (or activities) that have been validated through current research and experience and have been determined to represent the current state of the art by a consensus of experts in the field. Project TEEM staff identified five best practices in the area of transition it recommends schools incorporate into the development and implementation of their system-wide transition processes. These statements of best practice have evolved through the experiences of Project TEEM in Vermont and in other states participating in the current national outreach project, and the work of other transition projects across the country. The eighteen critical activities specifically delineate and operationalize each best practice statement. These best practices and critical activities, presented in Table 1, promote smooth, successful transitions from early childhood special education services to kindergarten and other general education environments for families and their children with disabilities.

Table 1

Best Practices and Critical Activities for Planning Transitions for Children Receiving Early Childhood Special Education Services and Their Families

I. Family members should receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child's transition.

1. Families should receive information about the district's/school's transition process.
2. The family's goals for their child's transition, the types of information and support needed, and their desired level of participation should be determined as part of the transition process.
3. Families should receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.
4. The family and elementary staff should identify the methods they will use to share information once the child is enrolled in kindergarten.

II. Planning the child's transition from an early childhood program to kindergarten and elementary school should occur in a systematic, individualized, timely, and collaborative fashion.

5. Local elementary school staff should be informed well in advance about children with disabilities who will be entering kindergarten.
6. Early childhood special education and elementary school staff who will collaborate with the child's family to initiate and coordinate transition planning should be identified early in the transition process.
7. The child's potential kindergarten classroom placement should be identified early in the transition process.
8. A transition planning team should be established for each child.
9. Information about the child and the education programs important to the transition process should be identified and exchanged among transition team members.
10. The child's individual transition plan should be developed well in advance of his or her entry into kindergarten.

III. The early childhood program staff should provide developmentally appropriate learning opportunities and obtain information about future environments in order to share recommendations with future staff about adaptations, accommodations, resources, etc. that will promote the child's successful transition and inclusion.

11. Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school should be identified early in the transition process.

12. Teaching and management practices and routines used in the kindergarten classroom and elementary school should be identified.

13. The child should be provided with opportunities to learn developmentally appropriate skills and be exposed to kindergarten routines and practices appropriate to his or her developmental level and to the preschool environment.

IV. The elementary school should prepare to successfully include and educate the child in the kindergarten and elementary school.

14. Prior to the child's entry into the elementary school, public school staff should obtain necessary training and technical assistance.

15. Prior to the child's entry into the elementary school, the school should obtain necessary resources including personnel, instructional materials, and adaptive equipment, and should complete building improvements.

16. Prior to the child's entry into the elementary school, the transition planning team should determine strategies for promoting the child's successful participation in each kindergarten and school activity.

V. The elementary school staff should provide the necessary services to promote and support the child's placement, inclusion, and education in the kindergarten classroom and elementary school.

17. Elementary school staff should monitor the child's participation in the kindergarten classroom and other elementary school settings.

18. Early childhood special education staff should provide the child, family, and elementary school staff with follow-up support.

The order in which best practices and critical activities appear in Table 1 does not necessarily reflect a specific order in which they should be implemented (e.g., a critical activity from Best Practice III may be implemented before one from Best Practice I).

B. Component 2: Guidelines for Establishing a System-Wide Transition Process

The **Project TEEM** model does not prescribe a single, standard model for transition planning and decision-making. Rather, it provides families and school systems with information, guidelines, and a planning framework or structure to establish a transition process. The model promotes the active collaboration of families and early childhood and elementary school personnel in developing a transition process which addresses the unique cultural, linguistic, or racial minority needs of families and individual schools or districts in planning for the successful transition of all children with disabilities to kindergarten and other general education environments, and in addressing systemic change to support transition planning and inclusion. It is expected that individual schools/school districts will tailor this structure to fit the particular "culture" of their setting, such as the status of current transition planning activities and inclusive practices, and identify supplemental staff development activities that must occur in order to facilitate development and implementation of the transition process, e.g., school-wide training related to inclusion, collaborative teaming, creative problem-solving, etc. The **Project TEEM** planning model includes the following five major activities.

Step One: Establish a Planning Team

The planning team is responsible for developing a system-wide transition planning and decision-making process. The team should be composed, for example, of parents, early childhood program staff, staff from other community-based early childhood settings which the child may attend, kindergarten teachers, building principals, the special education administrator and staff, school board members, and other relevant personnel. Establishing a broad-based planning team is important for several reasons. First, it ensures a transition planning process is developed which addresses the unique concerns and needs of everyone involved. Second, it collectively focuses a number of people with different perspectives and expertise on commonly identified transition issues. And finally, involving a broad constituency promotes a greater understanding of, ownership for, and commitment to, the process developed. It is critical that early childhood and public school administrators support the activities and decisions of this planning group and be members of the team.

Once established, the planning team must continually identify the training, technical assistance and support its members require throughout the development process. The team should meet several times to acquire information about best practices in transition planning and to draft a system-wide process. The team also should ensure that it has a mechanism in place to inform other family members and personnel from the early childhood program(s) and elementary school who are not on the planning team about the purpose and activities of the team and to share information on an ongoing basis with the broader community which the process ultimately will have an impact upon. This promotes more widespread ownership for the process and helps to ensure that individuals do not feel that the team has a "hidden agenda" which may have a negative impact upon them.

Step Two: Develop Goals and A Philosophy Statement Related to Transition Planning

The collaborative development of goals, a philosophy statement, and definition of a "successful transition" promotes valuable dialogue and information sharing among planning team members, establishes a shared framework and ownership for the process to be developed, and serves to guide the subsequent drafting of the written transition process. Once written, the transition process should address the identified goals and operationalize the philosophy and the team's definition of a "successful transition." The planning team must first determine current transition practices so all team members have a common framework from which to proceed. Members of the team can then identify their issues or concerns regarding current and/or past transition practices and their goals for future transition planning. This process ensures that everyone's concerns and expectations are addressed by the team's goals and philosophy and allows individuals with diverse backgrounds and expertise to work together toward a shared objective.

Project TEEM staff developed a number of transition goals which provide planning teams with a model to adapt and adopt. These goals are presented in Table 2.

Table 2

Goals for a Successful Transition

To support and empower the family as an equal partner in the transition process.

To promote the rapid adjustment of the child and family to kindergarten and elementary school.

To enhance the child's successful participation in kindergarten and elementary school.

To ensure the uninterrupted provision of appropriate services to support the child's inclusion and education within kindergarten and elementary school.

To promote collaboration among all individuals who are or should be involved with the child's education.

To increase all participants' satisfaction with:

- the transition process,
- their participation in transition planning and decision-making, and
- the results of the transition process.

To increase the likelihood that the child is maintained in the kindergarten classroom and that the transition process continues to ensure the child's successful participation in subsequent general education environments.

Step Three: Develop Written Transition Planning Procedures

The **process** which planning teams go through to develop their written transition procedures, not the written product, is the most critical aspect of the TEEM Model and has been cited repeatedly by participants as particularly valuable and rewarding. Written transition planning and decision-making procedures, however, promote timely and systematic transition planning, and ensure the development of a process which has clearly defined and coordinated roles and responsibilities, and can be individualized for each child and family. Written procedures are relatively easy to share to keep everyone informed and promote their understanding of the school's transition process. Written transition procedures prevent confusion, promote continuity, and minimize disruptions when there is staff turnover.

The planning team meets to record the specific activities, strategies, roles, and responsibilities of key individuals involved in the transition process and potential time lines for accomplishing each activity. **The written procedures should address the concerns and goals of the team and incorporate and support implementation of the five best practices in transition planning**.

To function successfully and efficiently during these meetings, teams should engage in collaborative teaming behavior, including using an agenda generated by the team and assigning specific roles (e.g., a facilitator or encourager, a recorder, a timekeeper) which team members share on a rotating basis. Written procedures may be either school-based or district-wide. The level of autonomy of each school within a given district may have an impact on which type of procedures is chosen. After the planning team completes the written draft of transition procedures the team should review the procedures to ensure that they will meet the goals and operationalize the philosophy statement developed in Step Two. The team should then choose a dissemination format members feel will work best for their school or district and which is easily shared with families and district personnel.

Step Four: Gain System-Wide Support and Commitment

It is critical that the transition process has the support and involvement of all parties not involved in the development process to ensure that:

- the process addresses the needs and goals of the sending and receiving programs;
- there is administrative support for, and involvement in, the planning process for individual transitions; and
- staff are equally committed to the planning process and the implementation of best practices for children and families.

The planning team must identify strategies to promote system-wide knowledge and understanding of the transition process and elicit feedback which can be incorporated into the written procedures prior to and/or during implementation. All of the teams participating in the TEEM projects developed a Plan-of-Action to identify activities which needed to occur, timelines for initiating and completing the specified activities, and persons responsible for initiating and/or carrying out the activity. The Plan-of-Action might include a preliminary identification of staff development needs which may help to facilitate awareness about and implementation of the process. The written procedures must be shared with all potential users, particularly program administrators who were not involved in their development. Dissemination strategies may include presentations by members of the planning team for families, direct service staff, administrators, and school boards. Many planning teams have developed family handbooks in addition to the written procedures to share with families.

Administrative support is critical to successful implementation of transition procedures. Administrators may:

- dedicate in-service and other staff development time to addressing concerns specific to the transition of individual children, e.g., curriculum adaptations, appropriate IEPs, collaborative teaming;
- hire substitutes and arrange release time for staff to plan and visit among programs;
- attend meetings and participate in transition planning for individual children;
- support decisions made by individual planning teams;
- advocate for funding or changes in the system; and
- reinforce the efforts of families and sending and receiving staff through articles in school newsletters, announcements at school board meetings, and communication with other districts, for example.

Administrative endorsement of transition planning will provide the impetus for all district staff to commit to the transition process. Support for and commitment to the process from other school or district staff (e.g., teachers and paraprofessionals) may require a change in professional roles. Individuals may need to acquire new skills in collaborative team work, communicating with families, observing future educational environments (i.e., the physical set-up, routines, and instructional strategies), targeting and acquiring resources, engaging in advance planning, adapting curriculum, and providing consultation and assistance to peers. School staff may assume new roles as cooperative team members and may change their attitudes as they learn to view parents as equal partners in the education process, accommodate differences by allowing adaptations and alternative activities to occur in the classroom, and work cooperatively as team members. In addition, school staff must willingly share unique skills, "brainstorm" and seek alternatives to overcome perceived "barriers" to transition and inclusion, commit to gaining new knowledge (e.g., through in-service or one-to-one consultation), and share successes and learning experiences with staff in future educational settings. In one school district, the planning team identified the need to continue to receive facilitation around collaborative teaming and conflict resolution, and to provide their colleagues throughout the district with the same opportunity so that more individuals shared similar knowledge and skills. As a result of this identified need, the special education administrator facilitated the development of a one-credit course in collaboration with an outside consultant.

Step Five: Evaluate the Transition Process

Evaluating the transition process promotes its effectiveness in addressing the needs and goals of its participants and ensures that the process is implemented consistently. The evaluation may assess: which procedures were or were not implemented, the extent to which parents and educators are satisfied with the procedures implemented, the child placement and service outcomes of the transition, and the extent to which parents and educators are satisfied with the child's transition. Transition procedures should be evaluated during their initial implementation and annually thereafter. It is clear from TEEM's work with different school districts that implementation is a long-term and ongoing process and may occur in stages for many of the districts.

III. OVERALL IMPACT OF NATIONAL TEEM OUTREACH

Impact data reported in Section III reflects information gathered from both qualitative and quantitative sources and is reported relative to the goals of National TEEM Outreach. Data overall will reflect the project's impact in applying the TEEM process in diverse states and school districts to determine its adaptability. Specific data sources include a TEEM survey completed by 62 project participants, including family members, early childhood and public school regular and special education administrators and staff, related services personnel, Head Start program staff, and higher education persons involved in training; a focus forum held with State Coordinators and representative project participants during the Year 3 Leadership Institute; placement data surveys completed by ECSE staff in participating school districts; phone interviews with family members; and ongoing conference calls with State Coordinators over the three years of the project. (See Appendix B for sample evaluation instruments).

A. Replication of TEEM Model by School Districts

1. Number of School Districts Across the Participating States Which Developed a Transition Process

Prior to National TEEM Outreach, only the state of Vermont participated in replicating the TEEM model. The implementation of National TEEM Outreach resulted in six additional replication states, therefore increasing the number of school districts across the country which used the TEEM process. Planning teams from **twenty-six school districts** across the seven participating states (22 from the six states outside Vermont) received training and technical assistance through National TEEM Outreach to develop a transition process by the end of the third year of the project. During **Year 1**, **nine districts developed transition procedures** and began implementation of their process during Year 2. **Ten districts developed their transition process during Year 2** and began implementation in Year 3. During **Year 3**, **seven school districts** received training and technical assistance to **develop a transition process** and are implementing the process during this 1995-1996 school year. (Please refer to Appendix A and the State Coordinators' Summative Reports for more detailed descriptions of, and reflections upon, development/implementation efforts in individual states). Overall, the extent of implementation of the transition process varied across districts depending upon unique characteristics and needs of their district, e.g., level of inclusive education, need for further professional development, turnover of key staff involved in development efforts, etc. Generally, the State Coordinators providing training and technical assistance reported that school districts viewed implementation as ongoing and constantly evolving. Appendix C contains sample documents developed by some school districts.

2. Characteristics/Activities of Effective Teams Involved in Development/Implementation of a Transition Process

Project staff surveyed planning team members involved in the development and/or implementation of a transition process to gather information on specific team-related characteristics which the TEEM process promotes strongly as critical to the development and implementation of a transition process. Project staff initially asked participants whom they viewed as "important players" in the development phase. The data contained in Table 3 on the following page indicated that people viewed the family and early childhood regular and special educators both as "most important" team members to develop the process, and also as equally important in their respective roles.

Survey respondents also provided qualitative information related to their identification of specific individuals whose participation they viewed as critical in the development process. Along with citing early childhood special and/or regular educators as individuals who have a lot of interaction with, and knowledge about the children in their programs, respondents cited some of the following reasons for choosing particular individuals as being critical to the process:

Family Members:

- are best measure of "do-ability" of a plan,
- ensure "family friendly" language,
- hold most important information about their child which can inform a generic transition process, and
- may influence greater participation across families.

Administrators:

- are in position of "power" to make families' needs and ideas reality,
- need to "buy into" process to ensure ongoing implementation,
- may cause "ripple effect" of involvement from others,
- set policies and provide direction,
- are "driving force" to implement change,
- can either block or lead the process,
- are important to organize and keep developmental process going, and
- make the process "happen" by their support and participation.

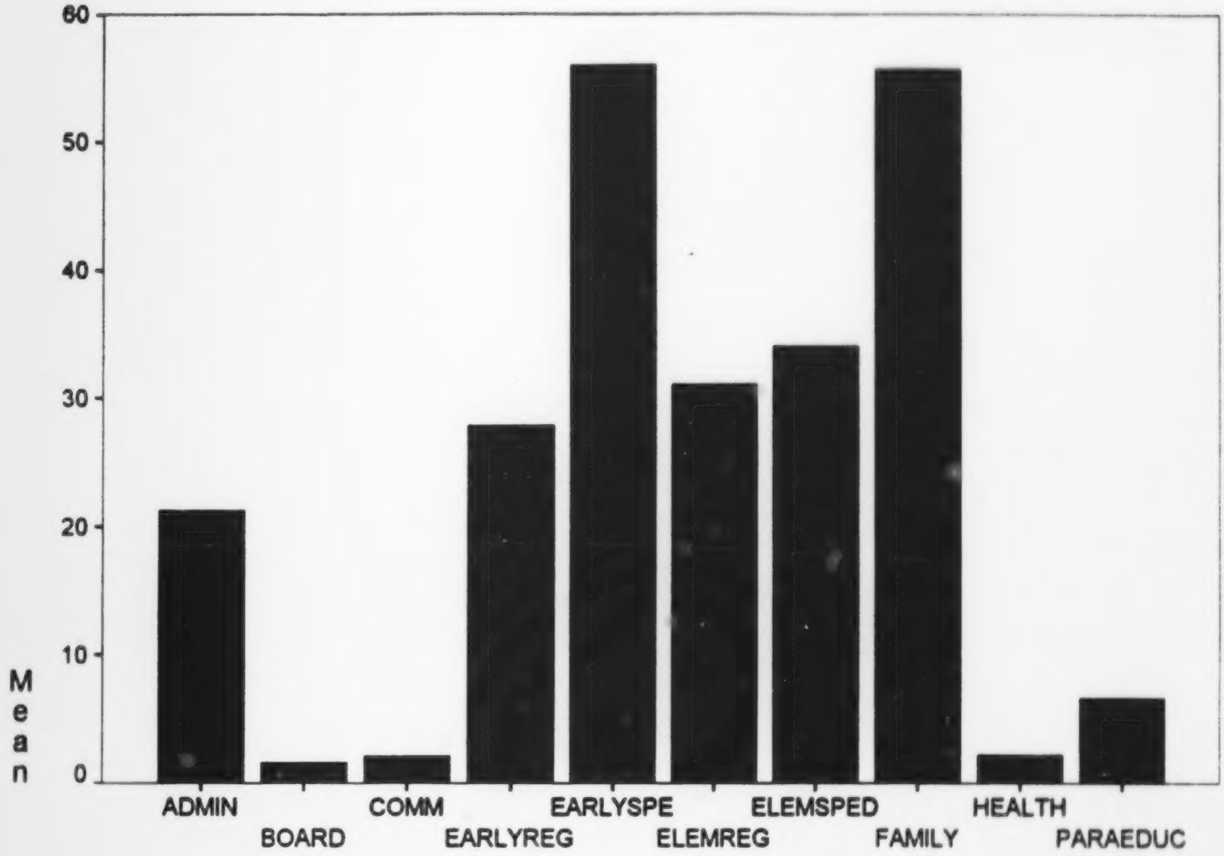
Regular Educators:

- need to be heard, feel comfortable,
- are in position to share materials and resources,
- can influence success for child in kindergarten classroom depending upon environment they provide,
- are knowledgeable about the school climate and the "reality,"
- will spend the most time with children once they enter public school, and
- need to have opportunity to contribute to policy development.

Many respondents noted that the diversity of the planning team is critical in the development phase of a transition process, citing that such diversity promotes transition planning as a shared value and responsibility, and that different viewpoints and a variety of information strengthens the

Table 3

Most Important Team Members for Developing Transition Process



Administrator(s)	- 21%
School Board Members	- 1.6%
Community Members	- 2.0%
Early Childhood Regular Educator	- 28%
Early Childhood Special Educator	- 56%
Elementary Regular Educator	- 31%
Elementary Special Educator	- 34%
Family	- 56%
Health (e.g., pediatrician)	- 2.0%
Paraprofessional/Paraeducator	- 6.6%

process that is developed, and promotes subsequent ownership by those individuals who will be implementing it.

Project staff were equally interested in whether or not planning team members described their teams as functioning in terms of the best practices, e.g., working in a collaborative fashion, which the TEEM process facilitates. Information gathered during the Year 3 Leadership Institute from State Coordinators and representative project participants across the seven states resulted in the following characteristics and actions cited as some of the most important for effective teams/team members involved in transition planning:

- value individual differences,
- have tolerance,
- have open lines of communication,
- have preconceived notions about transition (to provide a common framework with which to begin the dialogue around systematic planning),
- are willing to have one's role re-defined,
- take responsibility for contributing,
- are willing to have on-going commitment, and
- take responsibility for the education of others.

Project staff took the above characteristics and identified three common themes which were included on the TEEM survey. Survey respondents were asked to indicate *how their team functioned in relation to the three themes.* Results are as follows:

Supports all individuals:

Sometimes (15%) - Most of the time (57%) - Always (28%)

Works Productively:

Sometimes (13%) - Most of the time (64%) - Always (23%)

Has Open Lines of Communication:

Sometimes (15%) - Most of the time (50%) - Always (35)

These data show that the majority of respondents reported engaging in those activities for most of their meetings, therefore indicating to project staff that participants were utilizing effective teaming skills to make team decisions.

3. Some Outcomes Reported by Individuals Using the TEEM Process

Individuals who responded to the TEEM survey cited the following as outcomes they experienced and/or perceived as a result of participating as a team member to either develop and/or implement their transition process:

- Increased family participation and choice.
- Influencing of programmatic change in both preschool and public school.
- Development of a process versus a product.
- Opportunities for mutual learning.
- Development of trust and knowledge of one another.
- Increased awareness about benefits of transition planning for all children and families.
- Enhanced communication between family and public school and between early childhood settings and elementary school.
- Increased visits/observations between/among programs.
- More informed decision-making.
- Smoother, more "personalized" transitions.
- Increased comfort level of children and families in kindergarten.
- Development of products to promote understanding of transition process - written handbooks, videos, audio tapes.
- Prevention of/reduction in "surprises."
- Increased teacher awareness of students' strengths/needs.
- Clearer delineation of roles, responsibilities, and time lines.
- Continuity in services.
- More timely completion of required special education paperwork.
- Successful kindergarten experiences.

B. Impact Upon the Successful Transition of Young Children into Kindergarten

1. Number of Children Who Entered Kindergarten in Their Local Elementary School

Table 4 on the following page presents specific child placement data for school districts across the seven participating states which developed their transition process during Year 1 or Year 2. Nine districts developed their transition processes during Year 1, therefore giving them two years of implementation (Years 2 and 3). Ten districts developed their transition processes during Year 2 and had one year of implementation (Year 3). All nine districts which developed their transition procedures during Year 1 reported pre-implementation data (Year 1) and implementation data (Years 2 and 3). Six of the 10 school districts which developed their transition procedures during Year 2 reported both pre-implementation data (Year 2) and implementation data (Year 3). Four school districts did not

Table 4

Child Placement Data for Sites Developing Transition Process in Years 1 & 2

STATE/Model Site	# Children Preschool			# Graduates			# Placed in Local School			# Placed in Kindergarten			# In Special Education Placement			# Other Placement		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
INDIANA																		
•University Elementary School		143	87		51	26		48	24		47	23		0	3		3	0
MAINE																		
School Adm. District #34	33	44	35	16	31	12	14	22	12	8	11	10	6	11	2	2	9	0
•School Adm. District #59		8	n/a		4	n/a		4	n/a		4	n/a		0	n/a		0	n/a
•School Adm. District #74		8	n/a		3	n/a		3	n/a		3	n/a		0	n/a		0	n/a
NEW HAMPSHIRE																		
School Adm. Unit #48	24	24	20	18	15	7	7	12	7	11	12	7	0	0	0	7	3	0
School Adm. Unit #35	3	7	22	1	1	11	1	1	10	1	1	10	0	0	0	0	0	1
NEW JERSEY																		
**Paterson School Dist.	108	118	112	58	58	43	11	11	12	11	11	12	40	40	30	7	7	1
•Edgewater Park School Dist.		11	6		6	1		6	1		0	0		5	1		0	0
•Highland Park School Dist.		11	16		6	5		5	5		5	5			0		1	0
SOUTH CAROLINA																		
Richland/Lexington Sch. Dist.	26	29	42	9	14	12	4	7	9	2	5	9	6	7	3	1	2	0
•Pickens County School Dist.		102		n/a	64	n/a		59	n/a		59	n/a		5	n/a		0	n/a
•Sumter School District Two		13		n/a	4	n/a		4	n/a		0	n/a		4	n/a		0	n/a
UTAH																		
Ogden City School District	126	134	135	53	63	69	53	63	69	38	50	59	15	13	10	0	0	0
Washington School District	96	85	67	42	45	28	42	45	28	36	39	25	6	6	3	0	0	0
•Tooele School District		90	112		47	54		47	54		47	54		0	0		0	0
VERMONT																		
Caledonia North Super. Union	12	12	14	6	6	6	6	5	6	6	5	6	0	0	0	0	0	0
Rutland South Super. Union	7	10	10	4	6	8	4	5	8	4	5	8	0	0	0	0	0	0
•Blue Mountain School District		5	9		1	3		1	3		1	3		0	0		0	0
•Rutland City School District		44	30		21	7	7	21	7		21	7		0	0		0	0

• = Model sites who developed transition process in Year 2. (n/a = Districts not reporting data.)

** = In Year 1, all 11 placed in local school found ineligible for elementary special education services; in Year 2, 6 of the 11 were eligible for elementary special education services and remained in kindergarten vs. going to "special class."

provide project staff with data reflecting Year 3 implementation of their transition procedures after repeated requests, so data summarized will reflect only the six reporting districts.

For the nine school districts developing their transition procedures during Year 1 and implementing them during Years 2 and 3, the data reflects the following:

> During Year 1 pre-implementation phase, 57% of the children (117/207) who "graduated" from preschool settings across the nine districts entered their local kindergarten classrooms. During Year 2 implementation, 63% of the children (150/239) across the nine districts who "graduated" from preschool settings entered their local kindergarten classrooms. During the second year of implementation (Year 3), 76% of the children (148/196) who "graduated" from preschool settings across the nine districts entered their local kindergarten classrooms.

For the six out of 10 school districts which developed their transition procedures during Year 2 and reported both pre-implementation and implementation data, the data reflects the following:

> During Year 2 pre-implementation phase, 92% of the children (122/132) who "graduated" from preschool settings across the six districts entered their local kindergarten classrooms. During Year 3 implementation, 97% of the children (93/96) across the six districts who "graduated" from preschool settings entered their local kindergarten classrooms.

Project staff feel the numbers represented in Table 4 do not begin to adequately "tell the story" of the impact of the transition process on children and families in the sites across the participating states. In one large school district, preschool-age children eligible for special education services had never entered the kindergarten classroom of their local school; rather, they entered a "special class." After developing a transition process through National TEEM, six children who remained eligible for special education services of 11 children graduating from the preschool made the transition to their local kindergarten during the district's first year of implementation (Year 2). During the district's second year of implementation, 11 children eligible for special education services entered their local kindergarten. Although not all children with disabilities are entering their local kindergarten, this particular district is seeking to ensure that the necessary system services and supports are in place so that the transition of young children with disabilities is truly "successful" and want to proceed slowly and planfully versus placing all children in kindergarten at once without adequate support.

Six districts reported "Other Placement" (e.g., resource room, out-of-district placement) data for 42 children during Years 1 and 2. By Year 3, five of these districts reported no "Other Placement" data and one district reported only one child under "Other Placement" versus seven children the previous two years. One district which reported no children under "Other Placement" during Years 1 and 2 did have one child under "Other Placement" during Year 3 who was receiving home schooling due to medical issues. One district which reported no children entering kindergarten in their local elementary school (out of seven children eligible to go on to kindergarten during Years 2 and 3) is part of a consortium of 10 districts that have joined together to provide special education services for students ages three through twenty-one. Although at this time children do not enter inclusive settings, the early childhood special education coordinator for this district reports that planning for the transition of children is much more systematic, thoughtful and collaborative, which reflects the overall consensus of all participating sites.

Sixteen out of 26 districts reported projected data which indicate that 329 children will be eligible to leave the preschool setting in Spring 1996 and enter the elementary school in Fall 1996. The transition process in just these reporting districts should have a positive impact upon the transition of these young children and these families as they are preparing to leave the preschool setting.

2. Characteristics of a Successful Transition

Based on the belief project staff have that placement of a child into kindergarten is not necessarily the only criteria for a "successful" transition, project staff revisited the goals listed in Table 2 which staff identified during Project TEEM as goals of a successful transition process. These goals were shared with planning teams which participated in Project TEEM, TEEM Outreach, and National TEEM Outreach as they developed their own goals, philosophy, and transition procedures which address their unique strengths, needs, and characteristics. Project staff, through the TEEM survey, asked participants in National TEEM Outreach to define what they considered to be critical characteristics of a successful transition given their experiences in the development and/or implementation of a transition process. Participants cited the following as indicators of a "successful" transition:

- Parents are heard and there is family choice.
- There is strong, comfortable communication and cooperation throughout the process - among family, school, staff, and others involved with the child.
- Begins early.
- Planned and timely.
- Ideas, resources, contacts and space are shared.
- Kindergarten program accommodates the child.
- Child and family are comfortable and confident in kindergarten.
- Needs of all the children in the kindergarten are met.
- There is follow-up from early childhood staff once the child is in kindergarten.
- There is team versus individual planning and opportunity for team development - members feel valued, are heard, and are fully involved.
- There is increased interest, understanding, motivation among adults.
- Reflects creativity & flexibility to find solutions.
  "When children do not get lost in the process."

These characteristics identified by TEEM participants as being critical ingredients for a successful transition closely correlate with and reflect the goals of a successful transition process delineated in the TEEM model. This appears to validate the original TEEM goals and illustrate the power of people working together to ensure thoughtful and thorough transition planning.

Project staff also surveyed planning team members to find out if they equated: 1) a successful kindergarten experience with a successful transition, and 2) a successful transition with a successful kindergarten experience. Tables 5 and 6 on the following pages illustrate the results. These data appear to indicate that, overall, team members were not necessarily viewing successful transition and successful kindergarten as necessary ingredients to achieving one or the other. It could mean that team members view the transition, i.e., the movement, itself as a separate process, and the child's actual experience in the kindergarten as another distinct process. A goal of National TEEM Outreach, however, was that "schools will successfully include the child." Therefore, while not specifically stated, the TEEM model inherently promotes the idea that a successful transition will have a positive impact on a child's kindergarten experience and the model promotes a planning process which will ensure a successful kindergarten experience to the maximum extent possible. Implementation of the TEEM process, however, does not ensure that public

Table 5

You can't have a Successful Kindergarten Without a Successful Transition

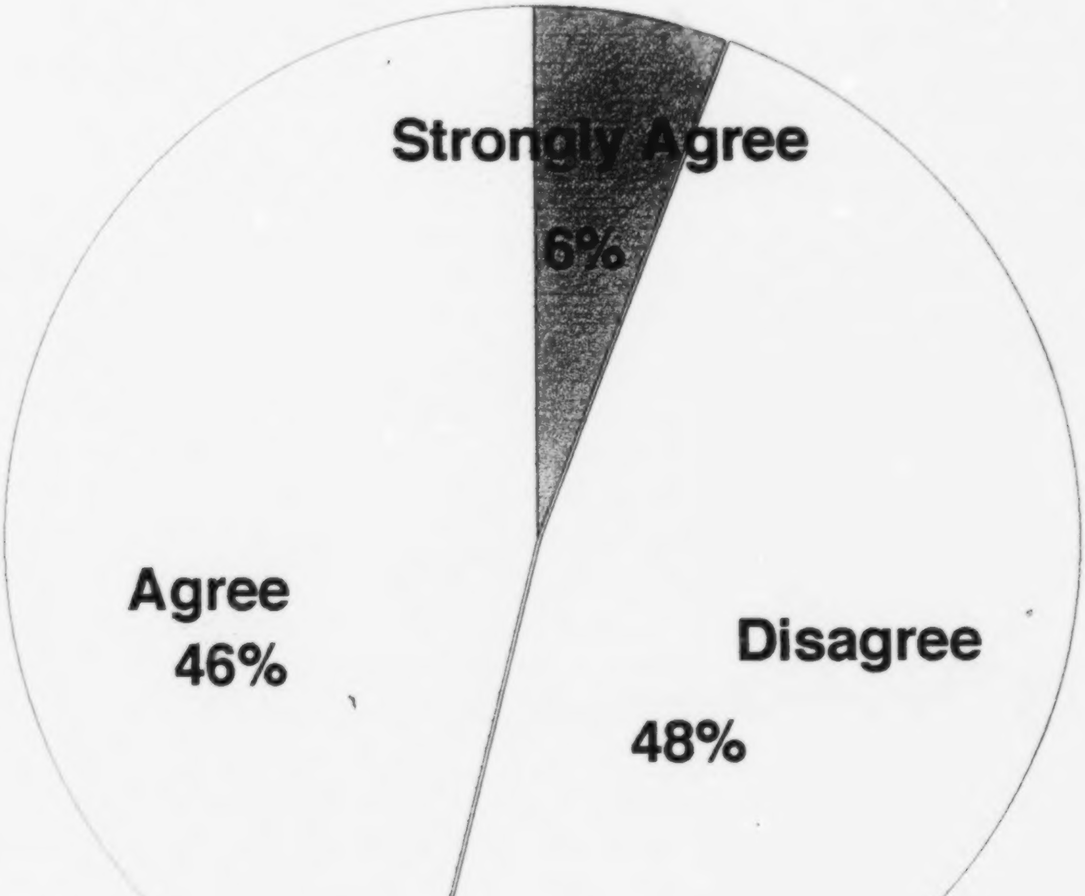
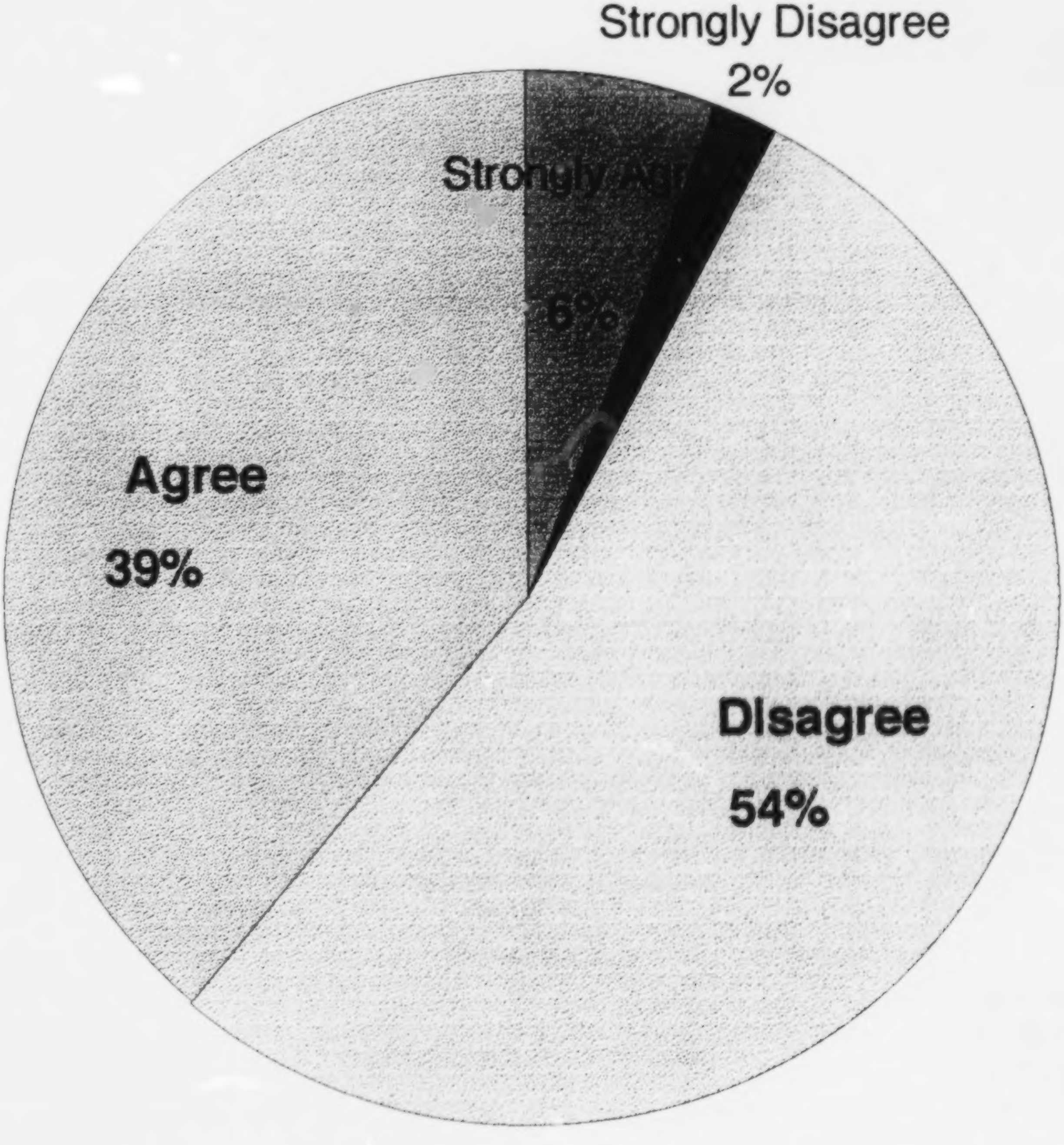


Table 6

You Can't Have a Successful Transition Without a Successful Kindergarten



schools will make all the organizational and program changes that must be in place to support successful inclusion and education of all students. It is a vehicle to influence and target larger program and system-wide changes that must occur over time.

C. Impact Upon Family & Educator Awareness of Need for/Participation in Transition Planning

1. Family Members

a. Development of District/School-Wide Transition Process

Information gathered from State Coordinators and from members of planning teams (including family members) through the TEEM survey indicate that the following occurred to promote/enhance family awareness of the need for transition planning, communication between home and public school, and opportunities for family members to participate during the development phase:

- 23/26 teams had parents as active members to develop the district/school transition process.
- During the development process, teams identified and developed multiple strategies to share information with other school/district family members about the transition process, including: family handbooks, audio tapes, videotapes, brochures.
- One district, as a result of discussions during the development of their transition process, eliminated pre-kindergarten screening to alleviate anxiety of families around entrance "requirements."
- District administrators and preschool teachers held meetings at preschool to inform other parents about the transition process and their choice as to if, when, how, and to what extent they wanted to participate in their child's transition planning.

b. Implementation of District/School-Wide Transition Process

A total of 22 family members across the seven participating states participated in a telephone survey at the end of the third year of the project. Eight families (36%) have children who made a transition to kindergarten in the fall of 1994; 14 families have children who made the transition in Fall 1995. Of the 22 family members:

- 68% reported they were team members to plan their child's transition.
- 59% visited their child's future school and classroom.
- 67% participated in transition planning meetings.
- 41% of the 67% participating in transition planning meetings reported receiving information to help prepare them for the meetings (e.g., school staff informed them who would be at the meeting, gave them opportunities to identify their priorities for the meeting).
- 59% shared information about their child, e.g., interests, learning style, with school staff.
- 50% identified things they felt would make their child's transition easier for her/him and/or for the family.
- 41% identified how they would like to share information with their child's future classroom teacher once their child entered the elementary school.

In terms of the previous transition activities:

- 77% of the families reported they made a big difference in the move to kindergarten.
- 18% of the families reported they made some difference in the move to kindergarten.
- 0% of the families reported they made no difference in the move to kindergarten.

When the 67% of families who reported participating in transition planning meetings were asked how they would rate their overall participation at the meeting compared to others:

- 59% reported they participated more than others at the meeting.
- 23% reported they participated about the same as others at the meeting.
- 9% reported they participated less than others.
- 0% reported they didn't participate.
- *(One parent who reported participating less than others is bi-lingual and reported she does not feel confident about her English.)*

Given the families' ratings of their participation in the meetings in comparison to others:

- 50% were strongly satisfied with their participation.
- 36% were satisfied with their participation.
- 5% were dissatisfied with their participation.
- 0% of the families reported being strongly dissatisfied with their participation.

In response to the question, "how satisfied were you with the overall planning process:"

- 64% of families were strongly satisfied.
- 32% of families were satisfied.
- 0% of family members were dissatisfied.

In response to the question about satisfaction related to their child's adjustment to the kindergarten setting:

- 68% of families reported they were strongly satisfied.
- 32% of families were satisfied.
- 0% of families were dissatisfied or strongly dissatisfied.

In response to the question about satisfaction related to their family's adjustment to the kindergarten setting:

- 50% of families reported they were strongly satisfied.
- 41% of families were satisfied.
- 0% of families were dissatisfied or strongly dissatisfied.

In response to the question about satisfaction related to their child's relationships with other children in the kindergarten:

- 36% of families were strongly satisfied.
- 59% of families were satisfied.
- 0% of families were dissatisfied or strongly dissatisfied.

In response to the question about satisfaction related to their child's relationships with her/his teacher(s):

- 73% of families were strongly satisfied.
- 27% were satisfied.
- 0% of families were dissatisfied or strongly dissatisfied.

On the same survey, family members were asked if there was anything else they felt would have improved their child's move from preschool and adjustment to the kindergarten classroom. Responses included the following:

- *"I wish teachers had more training overall in the area of sensory integration."*
- *"Staff did a fantastic job checking out teachers - introduced me to staff - no changes."*
- *"Smaller classes in kindergarten - 6 students in preschool, 35 in kindergarten."*
- *"There's always room for improvement, but I can't think of anything else, because things are going so well" (older kids in school, excellent school which helped).*
- *"Nothing to add. Very happy with everything."*
- *"Wonderful job. Can't think of anything else."*
- *"More intervention around PT/OT - wish it had happened sooner - right off the bat" (in the beginning of kindergarten).*
- *"In long run, done pretty well, took cooperation on everybody's part." "Disappointed about special education administrator's lack of participation." "Busing issue which was not in IEP."*
- *"Deal more with fact that he is African/American. Wish the school system did more in relation to cultural diversity."*

- *"If I had met the aide prior to her (my daughter) going in and knowledge of CPR for aide."*
- *"Opened her (my daughter) up to better communication at home."*

In response to the question "did planning continue for your child's transition into first grade?" families responded:

- *"We are continuing to meet twice a quarter."*
- *"Have been in contact informally."*
- *"IEP when school started, but no transition to first grade planned at this time."*
- *"Not yet. Mom trying to prepare her, but school hasn't done anything yet."*
- *"Haven't thought about it yet. Just want to get through this year. Am waiting the birth of twins."*
- *"Continuity in personnel - same administration."*
- *"Kindergarten and first grade combined, so same teacher."*
- *"Wait and see how she is doing in kindergarten. Concerned about her (my daughter's) maturity level."*
- *"Meet monthly. IEP up for review in May and will probably start planning in the Spring."*
- *"See how well things are going this year."*

In response to the question "is there anything else you'd like to tell me about your experience with transition?" family members reported:

- *"We've all been surprised - she has done amazingly well!"*
- *"Walking in a public school we are so much more removed - preschool teachers are right there for families - very accessible and supportive."*
- *"Center staff worked very hard on advocating for children. This was a critical piece."*
- *"The preschool teachers intensive involvement with family was really helpful. They know the child and family so well, that their voices and recommendations should be respected more by public school personnel."*
- *"Example, fire drill. Continued preschool schedule over summer which really helped."*
- *"I'm glad I had this opportunity to do this, it made things a lot easier for us and my son."*
- *"It's been very helpful knowing all of this is taken care of. My son enjoys going to school with his friends and that makes me happy."*
- *"Very good - and thorough. All questions answered, well prepared and organized. Several kids have gone through preschool special education program and they (preschool teachers) always do a great job."*
- *"Liked the fact they started early in the year. Lots of questions and it was nice that they were answered early."*
- *"All the meetings did help out, because worried about what would happen. Many of concerns were addressed."*
- *"It's been a good transition for him, both with homeroom and resource room teachers."*
- *"Felt Head Start did an excellent job of preparing son for kindergarten. School visit and bus ride was very helpful."*
- *"Bus ride and school visit most helpful for child. Child was nervous about the bus - needed to know that the bus would bring her home, made first day of kindergarten bus ride successful."*

- *"Strongly recommend continuing/expanding the depth of recognition of children's needs at an early age."*
- *"Good experience overall. We're learning as they're learning. Enhance administrative - a little disappointed. Principal was fabulous."*
- *"Preschool teacher was great. Still see her on occasion."*
- *"Preschool teachers made such an impression on me - now going for my Associate's degree in early childhood. Paraprofessional was excellent - tutored (my child) this summer."*
- *"Now school people have asked parents for help. Daily journal now."*
- *"Very good and helpful."*
  "Transition is very difficult for parents. It was less difficult for us, because this was our second time around. Parents don't realize their strengths in the transition process."
- *"Everything is okay and I always go to all things for parents."*
- *"Helped to adjust to kindergarten very well."*

One family member reported that she chose not to participate in transition planning, but had the option to do so. Another family member responded "parents don't know their own strengths in the transition process," indicating that given the opportunities for participation, parents may discover "untapped" resources.

Information related to family awareness of/participation in transition planning gathered from various planning team members through the TEEM survey and on an ongoing basis through anecdotal reporting indicates this is an area of transition planning that continues to require attention and continuous "nurturing." On the family survey, it was clear that transition planning from kindergarten into subsequent grades was not systematic. Table 7 summarizes information related to activities which some planning teams have identified as potentially effective strategies for schools/school districts to increase family participation in transition planning. As indicated in the table, the percentage of planning team members reporting that these activities occur is relatively low. Once again, it must be emphasized that the family self-determines the extent to which, if at all, they want to participate. The opportunities for participation illustrated in Table 7, however, should be some of many which a transition process promotes to ensure families truly can be "equal partners" in transition planning.

Table 7

Activities to Increase Family Awareness/Participation

Activity	% Engaging in Activity	% Reporting Most Useful
•Involved parents in in-service (either as providers of and/or recipients of)	23%	15%
•Involved parents in hiring staff	8%	5%
Used media (e.g., videos, audio tapes, brochures, handbooks)	21%	15%
•Individualized materials (e.g., written in family's native language)	23%	15%
•Used flexible scheduling to accommodate family's schedule, child care, etc.	23%	15%

2. Educators

Planning teams which received training and technical assistance through National TEEM Outreach included, along with family members, individuals representing early childhood special and regular education staff, Head Start administrators and staff, community preschool providers, public school regular and special educators and administrators, speech and language pathologists, and related services personnel. Many planning team members identified opportunities to dialogue with one another and learn from one another as one of the critical outcomes of their participation. In addition to learning about best practices in transition planning and collaborating to develop and implement a transition process, planning team members identified and implemented many ways to strengthen the collaborative process they developed and to promote increased awareness and participation throughout the school/district. Some of these activities included:

- Making formal presentations to school board members and other school staff and community providers;
- Sharing resources and materials among early childhood, Head Start and kindergarten programs, and conducting mutual visits among programs;
- Making videotapes of preschool and kindergarten settings shared to promote knowledge of sending and receiving environments;
- Kindergarten teachers making home visits to children prior to school starting, an activity which involved making "system changes;" and
- Collaboratively developing handbooks to promote knowledge about and understanding of the transition process.

As reported previously, several school districts tailored their transition process and materials so they would be appropriate for all children and families entering the public school. One planning team, after completing their written transition process and kindergarten handbook, chose to engage other members of the district in a one-credit course around collaborative teaming and conflict resolution to increase awareness of the skills needed to effectively implement an ongoing transition process, and to make an impact upon the awareness of other educators throughout the district.

D. Impact Upon Statewide Dissemination/Implementation of Transition Planning

a. Activities Which Occurred

The State Coordinators' affiliation with IHEs was a critical factor in the design of this outreach project, since IHE affiliation contributes greatly to the potential for training and technical assistance in the TEEM model to continue within the participating states upon completion of the outreach project. Some of the Coordinators did incorporate the TEEM process into their course content. All of the State Coordinators participated in dissemination of the TEEM process at statewide conferences and recruited participating school districts as a result.

During Year 3 of the project, Indiana held an Early Childhood Forum at which the TEEM process was highlighted as one option to promote systematic transition planning.

In Maine, the TEEM process continues to be disseminated within the context of early childhood workshops conducted by early childhood staff from the Center for Community Inclusion, Maine's University Affiliated Program. A major outcome in Maine was the collaboration of a regional Head

Start program and school districts which used the TEEM process to address the Head Start transition initiative and promote consistent and systematic transition planning into public school. The Head Start program and school districts continue to expand upon and refine the transition procedures, but the outcomes have been far greater than originally anticipated. As a result of their original collaborative efforts through National TEEM, Head Start and some of the school districts into which children make the transition are collaboratively building an early childhood facility.

As National TEEM Outreach was coming to an end this fall, New Jersey's Department of Education committed financial support for regional preschool and school-age consultants to receive training in the TEEM process, so they in turn can facilitate planning teams from other school districts throughout New Jersey in the development and implementation of systematic transition planning. It is felt by individuals in New Jersey's State Department that the TEEM process is one which can be adapted to address transition across grade levels and promote the inclusion of students of all ages in public school. Training of both state preschool and school-age consultants will continue to broaden the impact of the TEEM process at the preschool level and expand it to school-age, where preschool children will receive their future education. Throughout National TEEM Outreach, New Jersey's Department of Education has provided training space, duplication of materials at no charge, and financial support to pay for the cost of substitute teachers when teachers were released from their classrooms to participate in development efforts.

The South Carolina State Coordinator expanded the TEEM process to develop workshops around inclusion for presentation throughout the state. A regional early intervention (EI) coordinator in a telephone conversation with project staff reported that a member of South Carolina's Protection and Advocacy Network who provided training to regional early interventionists promoted the TEEM Manual as a good resource for family members. The EI Coordinator subsequently requested nine manuals to share with other regional coordinators.

Utah has adopted the TEEM model by incorporating it into their comprehensive birth to post school Transition Manual developed by the state's transition project, STUDY. The TEEM process specifically was adapted in the section of the manual entitled "Guidelines for Appropriate

Practices in Providing Transition Services and Programs for Preschool and Kindergarten Students with Disabilities."

The Project TEEM, TEEM Outreach, and National TEEM Outreach projects have worked with planning teams from approximately two-thirds of Vermont's school districts. In recent years, Vermont has established legislation, policies, and procedures that support the full inclusion of students with disabilities into their local public schools (ACT 230, 1990). Each school in Vermont is now mandated to have an instructional support team and procedures designed to support students with disabilities, and those students who are failing or at risk of failing, within the regular education environment of their local school. The transition procedures that were disseminated through Project TEEM Outreach have been incorporated into many early childhood programs in Vermont providing ECSE services for preschool-age children with disabilities, and have formed the basis for other transitions in the public schools, e.g., grade-to-grade, primary-to-intermediate, etc. The Vermont Department of Education estimates that 95% of children on IEPs currently are fully integrated into their local public school. **Project TEEM**, **TEEM Outreach,** and **National TEEM Outreach** have contributed significantly to Vermont's successful inclusion of students with disabilities in their local schools. TEEM materials have been shared with, and aspects of the TEEM model adapted by, community preschools, child care centers, and Vermont's Success by Six program for children without disabilities to enhance their move to public school.

Project staff identified some activities which were occurring in some of the participating states to support statewide transition planning and included these activities on the TEEM survey. The activities were generated from ongoing anecdotal reporting and from the focus form conducted during the Year 3 Leadership Institute. Respondents were asked to indicate their knowledge about whether these activities were actually occurring in their respective states. Results were as follows:

- 7% indicate the TEEM process/model was being applied to other educational initiatives.
- 36% indicated resources were being shared with parents.
- 26% indicated resources were being shared with colleges and/or universities.
- 25% indicated there were TEEM-related/transition task forces.
- 0% indicated there was financial support for family members to participate in developing/implementing transition planning.

- 8% indicated there was financial support to schools to support systematic transition planning.
- 26% indicated formal networking was occurring among school districts which had developed/implemented a transition process.
- 46% indicated informal networking was occurring related to transition planning.
- 3% indicated they incorporated TEEM/transition activities into personnel preparation programs at the college/university level.
- 34% indicated they didn't know what was happening related to statewide transition planning.

Project staff are well aware that the above data may not necessarily reflect what we know are accurate practices, since many members of planning teams who completed the survey did not know what activities the state might be involved in. This indicates to project staff that there is a need for increasing the role of individuals at the state level to promote more consistent and systematic transition planning statewide. It is encouraging, however, to see that individuals are taking it upon themselves to informally network and "spread the word."

b. Activities Identified to Increase Statewide Support

As part of the TEEM Survey, project staff asked respondents to identify what they saw as necessary to support systematic, statewide transition planning. Responses included the following:

- Funding support for school districts to implement a transition process and inclusive education - "holistic" versus "fragmented" funding for initiatives so schools can improve the quality of education for all children;
- Increased awareness and networking - bringing groups together who have gone through process to share ideas, challenges, solutions, etc. and engage in ongoing networking;
- More formalized expectations from state for districts to engage in systematic transition planning across age levels - i.e., mandate transition planning;
- Expansion of the transition process to include all preschoolers, not just children with disabilities;
- State support for preschool education;
- Relief from special education "restrictions" so people can have more time for participating in the transition process;
- Integration of the TEEM process into personnel preparation programs;
- Support for training in teaming;
- Provision of resources for follow-up and ongoing development and change; and
- Promotion of quality in preschool and kindergarten programs.

IV. SUMMARY

Based on information gathered from multiple sources and in multiple ways throughout National TEEM Outreach, project staff summarized some of the facilitators, challenges, and outcomes related to the TEEM process and transition planning identified by participants.

a. Challenges:

- Attitudes around change: (*"Faced with the choice between changing one's mind and proving that there is no need to do so, almost everybody gets busy on the proof"* - John Kenneth Galbraith, American economist).
- Time to plan and meet.
- Communication and collaboration.
- Keeping goals of transition process in focus.
- Listening to one another.
- Having all the "players" participate in the development/implementation process.
- Lack of ownership for the transition process.
- Lack of money to support the transition process/inclusion.
- Lack of administrative involvement and ongoing support.
- Keeping families involved.
- Staff turnover.
- Sustaining necessary ongoing commitment of time and resources.

b. Facilitators:

- A budgetary commitment which says "this is important" - a realignment of resources.
- Teaming.
- Encouragement and patience with one another.
- Lots of networking and relationship-building.
- Positive physical environment for planning teams to work in.
- Food during meeting times.
- Administrative support and participation.
- A good supply of "post-it" notes.
- A written plan to provide common focus.
- Built-in sub-time for mutual observations between programs, i.e., kindergarten and preschool or Head Start programs.
- Revision of job descriptions to include transition planning.
- Shared trainings among family, public school, and community early childhood programs.
- Making slides/videos of children in preschool setting to share with kindergarten teachers and videos of kindergarten/preschool programs to share with parents, and other staff.
- Videotaping in-service trainings to share with others.
- Asking parents to provide resources to school and to help train staff.
- Helping other professionals view parents as key to process, e.g., addressing parents first in meetings, asking parents if they would like to facilitate meetings.

- Recognizing that a goal for one child entering kindergarten may be a goal for entire school.
- Kindergarten teachers making home visits to all incoming kindergartners prior to school starting in the Fall.

c. Some Reflections from Participants on Outcomes Related to the TEEM Process and Resulting Systematic Transition Planning Process:

- Promotes capacity-building and systems change.
- Facilitates inclusion of young children.
- Creates awareness of need for long-term commitment to change process.
- Provides holistic, staff development process which is generalizable to other educational "initiatives" and planning efforts.
- Is flexible to adapt to unique strengths & challenges of schools/school districts.
- Creates a respect for, and appreciation of, the family, and provides opportunities for specific activities to be developed which will enhance the opportunity for families to work as partners with the school district and become active participants in the transition of their children.
- Provides an opportunity for personal development.
- Results in greater appreciation of the perspective of others.
- Improves relationships/communication between various shareholders.
- Promotes positive transition experiences for children, families and school personnel.
- Creates more "planful" decision-making.
- Increases mutual program observations which provide personal opportunities for dialogue and exchange of ideas that far exceed what can take place in group meetings.
- Promotes collaborative efforts among community-based preschools, child care settings, and public school and within public school.
- Increases individuals' sense of feeling supported.
- Promotes more individualized services for young children.
- Creates a sense of loss, "letting go" and forces "new ways of doing business."

"The effectiveness of the TEEM model appears to be the powerful combination of content on best practices coupled with practical collaborative teaming and creative problem-solving skills, which provide the tools for the development and implementation of transition procedures. It is truly a 'district-centered' process. Of equal importance is using transition planning as a vehicle for teams of people to learn the tools for moving from divergent personal perspectives to group consensus. It (the TEEM model) provides a safe and comfortable arena to raise concerns, ask difficult questions, and learn to respect the viewpoints of others. In some ways, the development of written transition procedures is almost secondary to the teaming and problem-solving skills which are learned through the implementation of the process."

(Karen Melzer, New Jersey Summative Report, November 1995)

> *"The process has created an awareness among TEEM members* (the people involved in developing the transition process) *whereby we have recognized the need to assist all children and families in making the home to school transition smoother."*
> (Administrator, TEEM Survey, Spring 1995)

Based on data collected from participants in Project TEEM, TEEM Outreach, and National TEEM Outreach, the TEEM model has continued to evolve to more effectively address some of the systemic issues and challenges generated by the transition of young children with disabilities into inclusive settings (e.g., curriculum incompatibility from one setting to another, lack of resources to support inclusive education). The TEEM model has always promoted the need for system change to occur to support successful transition planning into inclusive settings, but it has become increasingly evident that the process must continue to assist planning teams to build the capacity of their individual systems to respond to the challenges related to transition from one setting to another and the provision of quality educational experiences for all young children and their families in the public schools.

One purpose of the National TEEM Outreach project was to build each state's capacity to support the transition process through the project's training and support of the State Coordinators. The Coordinators and other participants are clear that application of the TEEM process during the outreach project has resulted in increased networking and capacity within local public schools and school districts to address transition challenges and implement systematic transition planning. They also state, however, that there is a need to have a more systematic impact on transition planning across the state and involve a greater number of individuals who can provide leadership and support to local schools/districts. Based on this valuable input and the experience gained through the three EEPCD-funded projects and data which indicates the need to continue to increase states' capacity to support systematic transition planning, project staff submitted and received funding for a new National TEEM Outreach Project
(October 1, 1995 to September 30, 1998), which reflects changes and refinements in the model for supporting National TEEM Outreach project replication in participating states.

APPENDIX A

State TEEM Coordinators, Leadership Institute Agendas
and
State Summative Reports

National TEEM Outreach

State Coordinators

Indiana
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National TEEM Outreach Leadership Institute

Burlington, VT - December 12-15, 1992

AGENDA

Saturday, December 12, 1992
3:00 p.m. - 5:00 p.m.

*Welcome, Introductions and Overview

*Sharing Collages

*Identifying Issues/Challenges/Concerns

Sunday, December 13, 1992
9:00 a.m. - 2:30 p.m.

*Developing a Philosophy

*The TEEM Model

Monday, December 14, 1992
9:00 a.m. - 2:30 p.m.

*Applying Creative Problem-Solving & Collaborative Teaming: Issues and Challenges

Tuesday, December 15, 1992
9:00 a.m. - 12:00 p.m.

*Revision of State Action Plans

*Evaluation of Institute

National TEEM Outreach Leadership Institute

Newark, New Jersey - November 11 & 12, 1993

AGENDA

Thursday, November 11, 1993
9:00 a.m. - 3:30 p.m.

*Welcome, Introductions, Overview

*Values Clarification - Variations on a Theme

*Applying the Model: Working with the Planning Teams

*Networking/Sharing Resources

12:00 - 1:00 p.m. - LUNCH

*The "Big Picture": Identifying
Issues/Challenges/Outcomes/Implications
Related to the TEEM Process

*Videos: Student & Adult Collaboration

Friday, November 12, 1993
8:30 a.m. - 1:00 p.m.

*Follow-Up on Issues/Challenges/Outcomes/Implications

*System Change: Supporting the Ongoing
Development/Implementation
of Systematic Transition Planning

*Review/Revision of State Coordinator Year 2 Activities/Time Lines
and
Development of State Action Plans

*Evaluation/Celebration

*LUNCH TOGETHER

National TEEM Outreach Leadership Institute

Burlington, VT - November 3 & 4, 1994

AGENDA

Thursday, November 3, 1994

8:30 a.m. - 3:00 p.m.

*Morning Refreshments

*"Warm-up"/Introductions

*Announcements/"State of the States"

*Overview/Purpose of Institute

*"Mining Our Resources:"

Knowledge
Attitudes
Outcomes
Defining a Successful Kindergarten Experience
Defining a Successful Transition
Family Awareness & Participation
State Ownership
What Else?

(BREAK Times Identified by Group)

12:00 - 1:00 p.m. - LUNCH in Room

*Continuation of Morning Activities

*Summary of Day/Clarify Friday's Activities

6:30 p.m. - DINNER Together at Waterworks

Friday, November 4, 1994
8:30 a.m. - 3:00 p.m.

*Morning Refreshments

*Identification of Themes from Thursday's Discussion

*Statewide Systems Change: Responses to the Issues/Themes

*Enhancing the TEEM Model/Process: Options for Change

(BREAK Times Identified by Group)

12:00 - 1:00 p.m. - LUNCH in Trader Duke's

*Sharing Our Resources & Strategies

*Clarifying Outcomes of the Institute: Where Do We Go From Here?

*Closing Remarks

Indiana Summative Report

Submitted by:

Alice Frazeur Cross and Gen Shelton
Indiana University
Institute for the Study of Developmental Disabilities
Bloomington, Indiana

INDIANA

I. INTRODUCTION

History

Indiana's participation in the TEEM Outreach project began during the second year of the Outreach Grant, 1993-1994. Indiana's proposal was accepted and activities began in October, 1994. First year activities consisted of:

1) Gaining support from the special education administration to implement the project;
2) Recruiting a school team; and
3) Developing transition planning procedures.

Indiana's technical assistance team conducted two exploratory meetings with administrators, preschool teachers, therapists, and paraprofessionals from five elementary schools to explain the project. The team selected was very enthusiastic and had building-level support to proceed with the project. A team-to-team approach was used to facilitate development of the systematic transition process. Procedures were developed during the summer and scheduled to be implemented during the third year of the National TEEM Outreach Project. However, severe and ongoing health problems of two of the key team members resulted in limited implementation. The team remains optimistic and plans to expand their transition procedures during the 1995-1996 school year.

II. SITES

A. Demographics

This project was implemented in University Elementary School, part of the Monroe County Community School Corporation located in Bloomington, Indiana. Bloomington is a small city in rural central Indiana in which Indiana University is also located. The presence of the University strongly influences the demographics of the site. University Elementary school is closely associated with campus housing for international students and serves children speaking 42 languages. The October 1, 1995 racial/ethnic pupil count for the school is:

- American Indian *or* Alaskan Native	1
- Black *not* of Hispanic Origin	36
- Asian *or* Pacific Islander America	90
- Spanish Surnamed American (Hispanic)	24
- White, *not* of Hispanic Origin	441
- Multiracial	24
TOTAL	**616**

Children ages three through five who have disabilities are served primarily in self-contained classrooms located in the elementary schools. There were a total of five half-day classes provided at three schools during the 1994-1995 school year. These children often make the transition into kindergarten or other special education programs in their home school.

B. Rationale of Sites for Participation

The preschool teacher at University Elementary School was exploring transition in a master's degree project and had implemented some elements of a systematic process. The teacher's interest in adopting the TEEM model at her school was supported by the principal and other team members. In addition, the preschool coordinator and the assistant director of special education were looking for methods and activities that would facilitate a more uniform transition process.

Members of the preschool transition team were interested in specific strategies to facilitate transition. As a result, the team generated the following goals for their participation:

1) Establish a timeline of meaningful activities for transition of all children exiting the preschool classroom;
2) Develop a parent information packet;
3) Determine the need for, and develop appropriate assessment/checklists;
4) Ascertain an implementation plan for this project; and
5) Plan an evaluation/refinement process for this project.

C. Characteristics of the Participant Team

The following people participated in the development of the transition procedures: 1) the building principal, 2) a kindergarten teacher, 3) two special educators, 4) one preschool educator, 5) the preschool coordinator, 6) an occupational therapist, and 7) a speech/language pathologist.

D. Partnerships

Partnerships were developed between sending and receiving classrooms within the site, as well as with other elementary schools receiving preschool children into their primary programs.

E. General Formats for Developing the Process

Three broad strategies were used to develop the transition planning procedures. They are as follows:

1) The site team decided to develop their transition procedures during a week-long work session in early summer. This took

place during morning and afternoon sessions with participants contributing 158 person hours.

2) Subcommittees were created to work on specific facets of the project.
3) A laptop computer and video monitor were used to facilitate collaborative development of procedures, by displaying statements for the vision and practices as they were generated. This ensured that each participant's ideas were accurately reflected. These strategies proved to be effective for bringing about the development of the procedures and drafts of the brochures and handbook in the one week period.

F. Facilitators/Challenges of the Technical Assistance Team

The greatest *facilitator* was the enthusiasm and commitment of the participant team. Another facilitator was the use of a team-to-team approach for technical assistance. The team from Indiana's University Affiliated Program (UAP) included an early childhood educator from a community program background, an early childhood special educator, and a parent support specialist. The parent support specialist was essential to ensuring a family-centered approach in the process developed for transition. Further, the team-to-team approach helped maintain a balanced perspective between general and special education.

The greatest *challenge* was supporting the participant team during their implementation efforts. The duress resulting from the health concerns of two staff members, the need for substitute personnel, and the reduction of the preschool coordinator position to half-time, resulted in a bare-bones implementation of their transition procedures. Another challenge was the recruitment of parent participants, and this site team was unsuccessful in that endeavor, and finally, it was difficult to provide the time and resources required to ensure the presence of the entire technical assistance team at all meetings.

G. Facilitators/Challenges of the Site Participants

Facilitators mentioned by participants fell into three areas. The first area related to strategies used during work sessions to develop the procedures. This included the use of subgroups to address particular aspects of the transition process (i.e., the parent handbook, the brochure, and the written procedures); the use of "post-its" to record concerns that could be addressed later, thus helping to move the discussion along; and the benefit of the TEEM manual which included sample forms and documents. The second area related to team building techniques such as active listening by the technical assistance team. And third, the participants appreciated the stipends to pay for child care since most of the team was not on salary. The most difficult *challenge* mentioned by participants related to resources needed to allow release time and classroom coverage so teachers and therapists could participate in transition planning and activities. This factor impeded participation of sending and receiving staff within the site as well as with other receiving schools.

H. Impact in Sites

The participants developed two products, a parent handbook and a brochure, to support the implementation of their transition procedures. The handbook contained the school's vision and philosophy of transition planning, practices for implementation, and related forms. The preschool teacher distributed the handbook to the parents of her 1994-1995 students, to receiving teachers and principals, and to various other district preschool teachers, and some interested community child care teachers. An estimated 30 parent handbooks were distributed.

The transition procedures were implemented during the Spring of 1995 for the transitions of two children. One child had complex needs and the procedures helped the receiving school meet those needs. The second child did not transition into a new setting. In that situation, the procedures enabled the family and school to review available options, and make an informed decision regarding where the child's needs could best be met. Participants mentioned other impacts resulting from development and implementation of the procedures, including solidification of the relationship between a therapist and an inclusion resource teacher, an increased understanding of the transition process from preschool to primary, reinforced understanding of transition, and a confirmation of personal philosophy.

I. Related Technical Assistance Provided

No related technical assistance was requested or provided.

J. Current Status of Sites

The site is continuing to use the procedures they have developed with one anticipated change: using the procedures as a "menu" from which to develop a more individualized transition plan, instead of using the full set of procedures for each child.

III. DISSEMINATION

A. In-State/Out-of-State

In-state dissemination took place in two ways. First, the technical assistance team distributed the following TEEM materials and transition-related journal articles:

- TEEM manuals to project participants and others - 50;
- TEEM newsletters - 75;
- Conference handouts - 80; and
- Transition-related articles loaned as a packet - 2.

Secondly, through state and national conference presentations, the technical assistance team made the following presentations related to the TEEM Outreach project at state and national conferences:

1) "Transition into the Elementary Education Mainstream: National TEEM Outreach," September, 1994. Indiana Association for the Education of Young Children State Conference.
2) "Transition: Guiding Young Children into New Settings," November, 1994. Indiana Head Start State Conference.
3) "National TEEM Outreach: Issues in Transition," December, 1994. Indiana Early Childhood Forum.
4) "Systematic Planning Processes to Support Transitions for Young Children into Inclusive Public School Settings," April, 1995. Council For Exceptional Children National Conference.

B. Impact of Dissemination

Transition has been an area of ongoing interest to early childhood special educators in Indiana. This interest has been evidenced from preliminary findings of an evaluation of Indiana's preschool special education programs conducted by members of the technical assistance team, and from participant attendance at conference sessions. Despite this information, change in relationships and specific impacts associated with statewide dissemination cannot be attributed to TEEM activities. Rather, this is due to the presence of other national outreach transition projects being implemented within the state.

IV. OTHER ACTIVITIES

The technical assistance team made presentations to programs that had expressed interest in the TEEM model and the possibility of participating as a project site. The presentations provided an overview of the model, discussed transition practices currently implemented, and explored ramifications of implementing the TEEM model. Participants included preschool program staff and administrators of the East Allen County School Corporation as well as the Monroe Joint Special Education Cooperative, which served three school districts. These presentations were followed up with telephone conversations regarding implementing transition practices.

V. HELPFUL RESOURCES/MATERIALS/ACTIVITIES

The technical assistance team found two strategies that were beneficial during the procedure development process. One was the use of the laptop computer combined with the video monitor to display the mission, practices, and forms as they were being written. Participants were able to refine their ideas and the language used in their statements more readily. The work was printed at the end of each session to provide participants with drafts on which to make notes for the following day. This strategy proved to be effective for bringing about the development of the procedures and drafts of the brochure and handbook in the one week period. In this particular instance, the school had received a technology grant which paid for their high quality equipment.

The second strategy was the use of a "parking lot." Many issues and concerns are generated during the development process. Participants may be uncomfortable about delaying discussion of their concerns because facilitators may not address them later. The parking lot is simply a sheet of chart paper divided into two areas labeled "short-term parking" and "long-term parking." Participants use post-its on which they make notes of their concerns and hand them to a facilitator to be immediately placed on the chart. Short-term parking is used for ideas, issues, and concerns that can be addressed within the current work session. Long-term parking is used for items that should be addressed later in the development process or outside of the work sessions completely. The parking lot is reviewed at the end of each work session to make sure post-its are considered. At the conclusion of the week-long development sessions, participants found that most of their long-term parking concerns had been addressed.

VI. GENERAL REFLECTIONS/LESSONS LEARNED

A. General Reflections

The technical assistance team has come to recognize that the development and implementation of the TEEM model is a systems change process using transition at the local school as the point of entry. The outcomes encompass more than a systematic transition process. There are increased team interactions and team-building at the site. In addition, the process often brings up local school policies and procedures for consideration or revision. Transition planning for other age groups, or for children entering from community child care programs, may be also be considered. Further, planned transitions engage administrators and staff of other schools, and sometimes other districts, in the process of meeting children's needs. This expands the influence of the procedures developed by the site and the TEEM model as well.

B. Lessons Learned

Each organization has its own culture and team members have private lives outside the scope of the efforts of the technical assistance team. This school team had no choice but to identify as priorities getting well and getting through the year. Despite limited implementation, information about transition procedures continued to be disseminated by the school team.

Maine Summative Report

Submitted by:

Helen Rice
University of Maine
Center for Community Inclusion
Maine's University Affiliated Program
Orono, ME

MAINE

Throughout the three year grant period, TEEM Outreach in Maine affected the children, families, and professionals in seven different school districts. All seven were in rural areas of the state. Two districts were in central Maine, one along the coast, and four in northern Maine. All seven districts became involved in the TEEM process to share ideas about inclusion, get to know area service providers, and build bridges of communication within their respective communities.

The teams involved in the development process throughout the three years consisted of: parents, kindergarten teachers, principals, special education directors, guidance counselors, speech pathologists, and representatives from the following: 1) Kennebec Valley Community Action Program (KVCAP) Head Start; 2) Preschool Early Development Services (Project PEDS)/Child Development Services (CDS); 3) Bureau of Children with Special Needs (BCSN); and 4) Aroostook Community Action Program (ACAP) Head Start.

Training sites were chosen based on location and availability of space. Sites provided by area service providers were used when possible.

Each team participated in a series of planning sessions, one session per month over a three-month period. Due to school vacations, previous commitments, and the number of people involved, it was difficult to schedule three consecutive months. Each session consisted of discussion, planning, and collaboration. To ensure the participation of kindergarten teachers, the school systems involved arranged for substitute teachers. All participants seemed to like the one day per month schedule. It allowed them to discuss things among themselves, read the articles that were provided, and develop questions for the next session.

The TEEM participants liked large group brainstorming discussions, small group activities, and the development of the family handbooks. They liked having something concrete to take with them when the planning sessions were finished. I used a variety of articles, depending upon the needs of each team. Most teams wanted more information about inclusion strategies, discipline, and communication.

Some of the best received articles were:

Dodge, D.T. (1993). Places for all children: Building environments for differing needs. Child Care Information Exchange, 93 40-43.

Gelfer, J., & Perkins, P. (1992). Constructing student portfolios: A process and product that fosters communication with families. Day Care and Early Education, 20(2) , 9-13.

Graue, M.E. (1992). Social interpretations of readiness for kindergarten. Early Childhood Research Quarterly, 7, 225-243.

McEvoy, M., Fox, J., & Rosenberg, M. (1991). Organizing preschool environments: Suggestions for enhancing the developmental learning of preschool children with handicaps. Topics in Early Childhood Special Education, 11(2), 18-28.

The TEEM training process has been eagerly embraced by everyone involved. The dialogue created among team members has been open, honest, and exciting. There are many challenging issues within each district involved. Tackling these challenges has created some unexpected twists and turns throughout our planning sessions. The TEEM Manual helped us systematically develop a plan that would correct any current problems, and hopefully avoid any problems with the transition process in the future.

The geographical and cultural differences throughout the state provided me with my biggest challenge as a facilitator. Each team came into the TEEM planning process with different goals and expectations, and different levels of experience with the process of inclusion. What was important for one team (and community) was not as important to another. When I worked with more than one team at a time it was sometimes difficult to balance the needs of each team. I often found that they were able to balance themselves when I stopped trying to "lead" the discussion and let them take over.

I personally did not provide any additional technical assistance to any of the districts involved. All seven districts have received and continue to receive any needed technical assistance from LEARNS (Local Education for All in Regular Neighborhood Schools), Maine's Statewide Systems Change Initiative for Inclusive Education.

All sites continue to work on their transition goals. Some have come further than others. For some progress has been limited because of budget cuts and staff turnover. Others still find themselves wrestling with the day-to-day issues of inclusion. An example of the continued interest in transition is evident in the letter from Tracye Fortin (team member from Kennebec Valley Community Action Program (KVCAP), Head Start in the central Maine sites in 1994). See the attached copy.

The Center for Community Inclusion, Maine's University Affiliated Program, is committed to the TEEM planning process and will continue to spread the word through the work of LEARNS Early Childhood. A workshop titled "Planning for Early Childhood Transitions" has been scheduled in three different parts of the state. Linda Labas, the Education Specialist for LEARNS Early Childhood will conduct the workshop.

We also are continuing to keep TEEM alive through the use of Interactive Television (ITV). In May of 1995, Linda and I conducted an ITV session that focused on the transition from preschool into kindergarten. The TEEM planning process was discussed throughout that session. I am confident the knowledge and use of TEEM will continue to grow throughout the state.

Working as Maine's state coordinator for the TEEM project has been a wonderful experience. The yearly training sessions, monthly conference calls, and contact with Jane Ross-Allen (as needed) helped me immensely throughout the past three years.

Child Development
Day Care - Head Start
Caring for Children and Reaching Families
in Central Maine

June 5, 1995

Dear Helen:

Our Headstart program year has recently ended. With that, a full year of implementing the Transition Plan has been completed. I would like to share with you our plans for continuing the transition process..

Existing plans will be reviewed by "key players' in early September each year. This will allow new faces to meet and be involved in the information sharing of the previous year and participate in the plan development for the current program year. Other early childhood providers will be included. Observation dates will be scheduled. It is our hope that this ongoing revision process will keep the plans active and all participants informed.

With transition planning we regard all children and families and do not focus solely on those children with identified special needs. This seems to foster an inclusive view and assist in open flow of communication.

Currently our agency is in the process of joining with Waterville and Skowhegan districts to develop a transition plan. We are committed to the philosophy and will continue to work with others to provide the most supportive, positive experience possible for children and families.

It was wonderful to be involved in the TEEM model with you. I hope we have the opportunity to connect in the future.

Sincerely,

Tracye C. Fortin

Tracye C. Fortin

A Kennebec Valley Community Action Project
P.O. Box 1529
Waterville, ME 04903-1529
(207) 873-2122

New Hampshire

Submitted by:

Nancy Harriman
University of Southern Maine
Gorham, ME

&

Kate Newell-Coupe
Plymouth State College
Plymouth, NH

NEW HAMPSHIRE

I. INTRODUCTION

The New Hampshire State Coordinators were trained in TEEM Outreach in the Fall of 1992 at the University of Vermont. Over the course of the next three years they disseminated the Project by providing information, training, and technical assistance to individuals, organizations, and school districts in New Hampshire. The following school districts in New Hampshire formally adopted and implemented the TEEM process:

Year 1: a) Campton (trained January - June, 1993; piloted August, 1993 - May, 1994), b) Waterville Valley (trained January - June, 1993; piloted August, 1993 - May, 1994), c) Littleton (trained February - July, 1993; piloted August - May, 1994).

Year 2: a) SAU #35 as a unit, including Littleton, b) SAU #48 as a unit - Plymouth, Holderness, Thornton, Wentworth, and Rumney districts - Campton, and Waterville Valley).

Year 3: SAU #13 as a unit - Tamworth, Freedom, and Madison districts.

In addition, the philosophy, principles, and materials developed at demonstration sites were disseminated by the state coordinators through a variety of other outreach activities, including graduate courses, the NH Early Intervention Network, the Inclusive Child Care Forum of NH, the NH Task Force for Early Care & Education, the Southeastern Regional Education Service Center, and the NH Child Care Advisory Committee. The project stimulated forward thinking and action with regards to transition of young children with disabilities at a critical time in New Hampshire. The context within the state, the training and implementation processes that were most successful, and the outcomes of the project will be described in more detail in the remaining sections of this report.

II. SITES

Sites were selected by the State Coordinators for a number of reasons, including partnerships with community-based service providers, utilization as teacher education sites, accessibility to other training/technical assistance resources, potential for collaborative training to influence further school change, and willingness to commit district resources to support implementation of the TEEM process. The site school districts have been grouped by administrative unit for the purpose of this summary.

A. School Administrative Unit (SAU) #48 Sites

1. Context

SAU #48 is located in central New Hampshire and includes two districts that are very rural and resource poor, Wentworth and Rumney, as well as one that is a small college town, Plymouth (500 students) whose property valuation is near the median for the state. Four of the school districts have no single industry that employs more than 20 persons and could be considered rural: Wentworth (90 students), Rumney (180 students), Thornton (200 students), and Campton (390 students). Waterville Valley is a mountain resort town which has few full-time residents with school age children. The population of the school has ranged between 30-50 children (K-8) over the course of the project. Because the school is so small, there are no special educators employed on-site. All of the districts operate independently with their own school boards administering services for children in grades K/1-8. Two districts, Wentworth and Rumney, do not offer public kindergarten. A regional high school district was formed about the time this project was instituted, and the Superintendent of Schools was encouraging more collaboration among the districts in the administrative unit.

2. Rationale for Selection

Many of the schools in SAU #48 are heavily used as teacher training sites for students in the Childhood Studies (Elementary Education, K-8) and Early Childhood Studies (Birth-8) programs at Plymouth State College (PSC). The Department of Education at the College also runs a Child Development Center for children ages 18 months to 6 years of age. The Child Development Center is accredited by the National Association for Young Children and follows their guidelines for developmentally appropriate practices. The Center also serves as a demonstration/lab site for students in the Department of Education as well as eight other academic departments on campus. As a result, the adult-child ratio is often lower than in public school settings. Over 100 children are served at four developmental levels, toddler through kindergarten, and full-day care is available. The kindergarten is staffed by a lead teacher, teacher assistant, and often an additional aide for a child with moderate to severe special needs. In addition, practicum students in Early Childhood Education or the Option in Special Education may assist in the class two mornings a week. The enrollment does not exceed 15 and students are in attendance from 8:30-12:30 five days per week.

The PSC Child Development Center prides itself on its holistic approach to early education, and has a strong commitment to supporting the families of children in attendance. Children with disabilities are integrated with support services provided by school district personnel as determined by their IEP teams. Most of the master teachers for each age level have background and training in some area of exceptionality, as well as early education, but it is not required, and no Center staff function as "special educators." In recent years the Center has become highly regarded in New England as a model program with respect to their integrated experiences for children with special needs.

In 1990 the Center moved into a new, fully accessible building and doubled its enrollment. As services for children with special needs, ages 3-5 evolved concurrently, the center was selected as a placement more and more frequently by local school districts. Parents were generally satisfied with the high level of contact that is available with teachers and other care providers, and in most cases the social progress of children exceeded everyone's expectations. However, the contrast in the learning environment and level of support for families when the children made the transition to public schools was dramatic. Direct communication between teachers at the Center and public schools was limited, and perceptions of differences in philosophy and quality of program were resulting in antagonism and misunderstanding.

The goals of the State Coordinators in selecting SAU #48 were:

1) To provide a "safe" context within which teachers and service providers from the Center and public schools could initiate a dialogue about their shared values.

2) To increase sensitivity to the needs of families during transition from preschool/private services, to public school, and initiate practices that reflect that sensitivity.

3) To initiate the TEEM process in districts that currently, recently, or in the first year of implementation would have children with moderate to severe needs ready to make the transition to public kindergarten.

3. Planning Team Composition

The Early Childhood Coordinator assisted in selecting team members for a Waterville Valley Planning Team and a Campton Planning Team, as initially each district was convinced that they needed and wanted separate teams. However, we convened a common workshop session for the groups as each team had some of the same members (representatives of the PSC Child Development Center and itinerant special services staff).

The TEEM Planning Committee (1993-1994)
Campton Elementary School:

Sue Karston, Teacher - Grade 1
Debbie Mayhew, Teacher - Kindergarten

Arletta Kaler, Principal
Beth Robertson, Nurse
Carol Hahn-Integration Teacher
Elaine Batchelder - Grade 1

Preschool Assistants:

Fran Gonsalves, Special Education Coordinator/Teacher
Kathy Robinson, Special Education Teacher
Teena Hammond, Speech Pathologist

Parents:

Dee Robitaille (Campton)
Jann Swift (Campton)
Danielle Morse (Waterville Valley)
Lynn Mattson (Campton)

Child Development Center:

Becky Dulac, Teacher - Kindergarten
Bob Gannett, Teacher - Preschool

Waterville Valley School:

Mary Seager, Principal
Carol Foley, Teacher - Grades 1-2

4. Training Processes and Format

The Planning Teams for each school district initially met for one full-day at a retreat location. The morning session was devoted to values, clarification activities, and team building with the teams from the two districts meeting together. The afternoon session was run as a workshop with small groups from each team working on drafts of philosophy and goal statements, based on the morning's open discussion. The second full-day session was held on a district-wide staff development day where a menu format was offered but TEEM planning members were expected to attend the TEEM session. Everyone had received copies of the drafts of philosophy and goals statements and had an opportunity to discuss revisions. The second portion of the day was spent discussing different aspects of implementation, examining sample materials from other sites, brainstorming ideas, and agreeing on a similar format for manuals for each site. Lastly, we started an action-plan to guide the teams through the Spring and materials development process. From that point on, the teams met in small groups separately to refine their site-based procedures and materials. In June we met one last time to finalize the action-plan for implementation.

5. Partnerships and Collaboration

A) Among districts: A point was reached in the second full-day when participants were able to reach consensus on a philosophy statement that both teams would share! This was a critical juncture, because although it did not preclude considerable haggling about whether the two sites could possibly be well served by using the same format for implementation materials, it provided common ground for later sessions, and eventually a unified plan in years two and three.

B) Among parents and professionals: One parent in particular, who was fairly isolated from the public school and had insisted that her child remain in a home-based program for several years caught a glimpse of how to work within a system. About the third session when we were discussing the action-plan and presenting the procedures to district administrators and school boards, she suddenly looked at me in amazement and said, "You mean this is really going to happen? What we are recommending will go to the school board?"

This was the first time many of the participants had an opportunity to meet and discuss their beliefs and concerns other than the context of an IEP meeting. We stressed thinking and talking about what is important for all children making a transition. Other parents and professionals on the teams who in the past may have been perceived as "outspoken" hopefully were listened to, in a situation that was less threatening than an IEP meeting, where decisions about placement and services are being made. In TEEM workshops, the discussion centered on what's important and how it feels to be on the receiving end, as parent, child, or teacher.

C) Among private early education and public school professionals: As was the case with parents, teachers from the different settings had seldom, if ever, actually been in each other's classrooms, or met to discuss their programs except during an IEP meeting when the discussion focused on a particular child. Thus many of their perceptions about each other's programs were based on hearsay. **Probably the single most valuable procedure that came out of the TEEM process was the recommendation that all potential receiving and sending teachers have an opportunity to visit and observe children in the respective settings early and more than once, if desired.** These observations have provided personal opportunities for dialogue and exchange of ideas that far exceeded what can take place in group meetings.

6. Challenges: Crested and Still Climbing

The most effective sessions we held in terms of format were those that took place in a retreat location for a large block of time, or that participants in a subcommittee with a specific task to accomplish initiated themselves on-site. On-site meetings held after school or even for a half-day were less well attended and tended to be interrupted by "ins and outs."

The leadership training sessions and materials provided through the University of Vermont (UVM) were very helpful. However, in many cases it seemed like more content and study should have been integrated into the process if our intent was to change participants' perspectives and practices, regarding early education, relationships with families, and collaboration. Much of our time was spent processing and reacting based on past experience. Perhaps more time could have been invested in building on existing knowledge so participants would be more convinced of the need for transition planning and prepared for how to make changes in their learning environments.

The pros and cons of site-based versus administrative unit-wide planning and training sessions were continually debated by the outreach coordinators and school administrators with whom they collaborated. We have found that site-based projects tend to gain more commitment and more intensive participation, yet are very much at the mercy of the building administrator in terms of continuation. Unit-wide initiatives are less of a priority, and result in variable levels of awareness and implementation at the district level. However, the dialogue and exchange of ideas that takes place is very healthy and may stimulate more rapid change within the system.

The district was fortunate to have the leadership of the former early childhood coordinator serving in the capacity of interim Director of Special Education for the entire administrative unit during the second year of the project (implementation). She was supportive of the early childhood coordinator and staff as they implemented the procedures, and was also attuned to the successes and challenges at an administrative level. Our conclusion is that leadership at the central level is critical but not essential. Once the planning team has done their job, much of the implementation is in the hands of practitioners, and their actions and voices can effect ongoing change in the district. However, having an administrator as an advocate who voices and models the philosophy strengthens the program.

7. Outcomes and Impact

Waterville Valley was motivated to participate in training because they had a four year old student with autism at the PSC Child Development Center whom they anticipated integrating into the multiage primary class at the community school. Thus follow through and support from the principal and teacher in that district was strong. As it turned out the IEP team decided to give the student one more year at the Center before being integrated, but the district's receptivity and confidence in their ability to support sound decision-making about placement, and ultimately to support the student in public kindergarten or grade one was greatly enhanced by their participation in TEEM.

Campton experienced another turnover in leadership when their third principal in three years was not reappointed in March of the planning year. While that principal's support had been verbal, and through granting of release time rather than active participation in the first place, the enthusiasm and participation of classroom teachers dwindled from April on. Unfortunately, a pattern of lame duck leadership at the building level continued, and the one principal who survived a couple of years had many more politically pressing priorities than early childhood transition. However, the special educators in particular were invested in the philosophy and procedures developed by the TEEM planning team. All of the classroom teachers who participated are still employed by the district and have reflected the benefits of the process as receiving teachers of children with special needs. The children of all the parents on the team have now made the transition into public school - even the student whose parent was so committed to exclusively home-based programming.

8. Site Update - 1995-1996

In the Spring of 1994-1995, a core team made up of the Director of Special Education, the Outreach Coordinator, and the Early Childhood Coordinator met to evaluate the outcomes of the implementation year. Upon reflection, it was apparent that the action-plan had been carried out (with the exception of dissemination to the administrative team due to a change in superintendent). The procedures developed by the team appeared to be working well, and accomplishing many of their desired outcomes such as earlier initiation of the topic of transition into team discussions, and greater knowledge about placement options among team members (because of site visits prior to placement decisions). After an extended discussion, decisions were made to make minor adjustments to the format, to streamline procedures in a couple of ways, and to produce the final materials as an administrative unit product that will continue to be implemented as a standard procedure.

SAU #13 Sites

1. Context

School Administrative Unit SAU #13 includes the school districts of Tamworth, Madison, and Freedom, New Hampshire. All are relatively small, rural K-6 or K-8 schools. The districts are located in northeastern New Hampshire on the perimeter of the White Mountain region that has a heavy tourist trade. The district serves approximately 152 students with special needs and has a staff of 20 providing special services. The Director of Special Education serves as Early Childhood Coordinator, and an elementary resource teacher and speech therapist provide most of the direct service and case management for 3-5 year olds.

2. Rationale for Selection

School Administrative Unit (SAU) #13 is an administrative unit that is less than five years old, having recently split from the other five districts in the Conway area in SAU #9. SAU #13 is still working to develop its own identity, and has had three superintendents in the last three years. Each school district has traditionally operated quite autonomously, and the perceptions, functions, and roles of special educators were heavily influenced by building principals. While still heavily dependent on SAU #9 for secondary education and related services, the director of special education has been working with schools and staff to develop more local options for students with special needs. One of her long-term goals when selected as a site was to follow-up TEEM with development of a local district sponsored preschool. Her hope was that the TEEM planning process would set the stage for more collaboration and local ownership for early childhood education.

3. Planning Team Composition

Jamie Buck	Speech and Language, Madison
Tony Simone	Principal, Tamworth
Holly Penach	Resource Teacher (and part-time preschool services)
Alison Olcott	Kindergarten Teacher, Madison
Melanie Streeter	Parent, Tamworth
Gwen Poirier	Director of Special Education, SAU-wide

4. Partnerships and Collaboration

The Director of Special Education, new to the district two years ago, is a graduate of the joint masters degree in Special Education Administration cosponsored by Plymouth State College, Keene State College, and Gallaudet University. Her orientation to school change and collaboration were instrumental in bringing TEEM to SAU #13, and the project has initiated dialogue that might not otherwise have occurred. Project TEEM is one of the few initiatives that has brought regular and special educators together to discuss philosophy, policy, and practices with regard to young children with special needs. The principal who was on the team also attended PSC's Summer Leadership Academy, and identified his attitudes toward special education as "in an adjustment period." TEEM has provided one venue for follow-up. There are other outside agencies who have been heavily used in the past by the district, and who still provide other types of services and supports to families who could have been included on the team. However, the Director felt the concept of a strong district team needed to "gel" first.

5. Training Processes and Format

The training processes used were very similar to those used in Campton and Waterville Valley, but less formal because the size of the planning team was so much smaller. We stressed team building by having a reflective values or goals activity at the beginning of each session. The team developed their own local acronym and logo for the transition process. The second year I started bringing in short readings and resource books as well, to get us started and remember our purpose.

6. Challenges: Crested and Still Climbing

Although there were some very strong individuals on the team, it soon became apparent that they lacked confidence in themselves as a team, and preferred to stay together as a large group with me as facilitator. I tried regrouping them in two teams to work on specific tasks, and to give less dominant members more opportunity for input, with limited success. In the second year (Fall 1995) I suggested enlarging the team from within the district to strengthen support during implementation, and members agreed.

7. Outcomes and Impact

One of the projects this team decided to undertake was a video to explain the T.I.E.S. (Transition Into Elementary School) process. Initially the concept was to develop a video to use district-wide to explain T.I.E.S., so parents who were not comfortable coming to school, or did not read all the written materials, would have a clear, friendly overview of the process. The principal who guides the student video club who would produce the video suddenly started seeing the project differently after the PSC Summer Leadership Academy. The concept for the video became an introduction to kindergarten for all parents (to be shown in the Spring prior to screening and registration) with a segment on T.I.E.S. To me this represented a significant and desirable shift in philosophy. In conjunction with this decision some changes are being made in the kindergarten registration and screening process to make it more inclusive.

8. Site Update - 1995-1996

As SAU #13 came into the project in the third year, they will not be starting implementation until January, 1996. However, all the training sessions and T.I.E.S. materials for parents and professionals will be completed by November. They have also started a pilot early childhood program in their district as of September, and are hoping to be able to offer parents more "seamless," community-based education options as a result.

SAU #35 Sites

1. Context

SAU #35 is located in Northern New Hampshire serving the school districts of Bethlehem, Lafayette Regional, Landaff, Lisbon Regional, Littleton, and Profile. The towns served through this SAU are; Bethlehem, Easton, Sugarhill, Franconia, Landaff, and Lisbon. The schools are small and the populations for the elementary schools are: Lafayette - 161; Landaff - 12, Lakeway - 518; and Lisbon - 176. The entering kindergarten SAU #35 population for the year 1993-1994 was 161 children. All the districts operate independently with their own school boards administering services for children K-8. There are three high schools within this SAU: Profile Senior and Junior High School, Lafayette Regional; Littleton Middle and High School, and a Vocational School that servers the entire SAU district. These towns are rural and resource poor, relative to the southern part of the state. The industry for these towns are diversified with tourism and manufacturing as the primary source of livelihood for the residents.

2. Rationale for Selection

SAU #35 was selected for TEEM participation for its rural/northern location, the diversity in its school populations, and its minimal resources for transition procedures. The Littleton Lakeway Elementary School was chosen as the pilot school in the hope that the other school would follow their example.

The goals of the Outreach Coordinators in selecting SAU #35 were:

1) To provide a "safe" context within which the teacher, service providers, preschool teachers, and the public school could begin a dialogue about their shared values.

2) To provide a "safe" context where the teachers, service providers, and families could initiate a dialogue about their shared values.

3) To increase sensitivity to the needs of families during transition from preschool/private services to the public school, and encourage practices that reflect that sensitivity.

4) To start with a school that currently, recently, or in the first year of implementation have children with moderate to mild needs ready to transition to public kindergarten.

3. Planning Team Composition

The principal assisted in selecting the team members from the Lakeway Elementary School, and workshop sessions were convened to implement the TEEM planning.

The TEEM Planning Committee (1993-1994):

Mildred C. Lakeway Elementary School, Littleton, NH:

Carol Finnegan, Principal
Martha Jane Aldrich, Teacher - Kindergarten
Carolyn Smiles, Facilitator - Preschool
Jane Perham, Teacher - Kindergarten

SAU #35:

Celia Teere, Exceptional Child Services Coordinator
Kevin Ackerman, Director of Student Services
Jeanette Streeter, Chapter One Coordinator
Charles Thibodeau, Assistant Superintendent of Schools

Head Start:

Miriam Russell, Director of Special Services
Julie Ellsworth, Teacher

Day Care, Kindercenter:

Jean Serino, Director

Day Care, The Children's House:

Joanne Calaverse - Littleton

Parents:

Mary and David Saiken - Littleton

4. Training Process and Format

The Planning Teams for the Lakeway Elementary School TEEM group met for one full-day at the SAU #35 office location. The morning session was spent on activities to develop values, clarification, and team building. The afternoon session was spent in small groups with each group working on drafts of philosophy and goal statements based on the morning discussions. A second full-day session was held to continue to finalize the philosophy and goal statements. The second afternoon session was spent discussing implementation procedures and reviewing sample materials from other sites, as well as brainstorming ideas for their final "Transition Policy" booklet. At the end of the second full-day session, each team member was given a specific responsibility to have completed by the next meeting date.

5. Partnerships and Collaboration

By the end of the first session, values and terms were clarified, and an understanding of the task to develop a comprehensive transition procedure was understood. It was very interesting to see that although the participants initially believed they all were unified, because of their "special education background," they differed in their understanding of transition. After many discussions and examples it was evident that although procedures differed from classroom to classroom, and program to program, the underlying philosophy was similar.

The parental input was most helpful. This was most evident in the specific child needs discussion related to action-plan. The parents continually expressed amazement that this transition plan would be "wonderful."

The collaboration was the first time professionals working with the same child had a chance to meet and discuss their concerns and ideas for successful transition. It was also discussed that transition always happens yet it is usually "after the fact" that the problems and frustrations get ironed out. It was the pro-active approach of the TEEM model that was valuable in this training session. A valuable procedure in the TEEM process was the collaboration of the preschool teachers, the public school teachers, and other specialists. To be able to communicate personally eased the fear of transition for all involved.

6. Challenges

The most successful sessions were those that allowed the participants to talk openly about their programs and concerns. Once the team had a chance to feel at ease with one another, and to understand that they were all working together for the same cause, a better flow of work was possible. At first the participants were a bit fearful that they were being evaluated. Much of our time was spent on processing and reacting to past experiences regarding prior transitions.

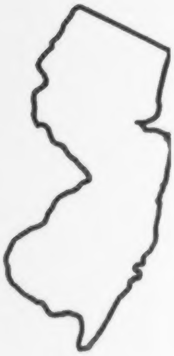
Meeting times were a problem because the teachers could not add another responsibility to their workload. Full-day sessions were most productive, but then valuable time was spent away from their classes and/or case loads. Perhaps, this should be a mandatory staff training workshop to be sure the transition procedure is understood and implemented.

7. Outcomes and Impact

Lakeway Elementary School was willing to participate in this TEEM project because they had many children and families that could benefit from this procedure. The team was aware that there were transition procedures available to them, but they changed or were lost with the turn over of new staff members. The TEEM procedures would be a valuable resource to ensure continuity and commitment to children in transition. The school board agreed to pass the implementation of the final TEEM procedure, and the child of the parent on the team has now successfully transitioned into public school. It was recommended that this TEEM procedure would be helpful for all transitions throughout the public school experience.

8. Site Update

In the Spring of 1994 the TEEM coordinator met with the Principal and the Director of Special Education to evaluate the outcomes of the TEEM planning. The collaboration with other interested professionals and most of the action-plan had been carried out, however, the actual written reports and timelines were not completed. Again, time was a critical factor in this administrative responsibility. It was evident that the philosophy and the TEEM procedure was in place and working for successful transition into their elementary school.



New Jersey

Submitted by:

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NEW JERSEY

Implementation of National TEEM Outreach in New Jersey has involved provision of training and technical assistance to three school districts, collaboration with the New Jersey Department of Education, and statewide dissemination activities.

1.0 SITES

1.1 DEMOGRAPHICS

1.1.1 DESCRIPTION OF PARTICIPATING DISTRICTS

Paterson is a large urban, culturally diverse city, located in the northern region of the state with over 24,000 students enrolled in its 32 public schools. The student population consists of 47% Hispanic, 42% African American, 8.6% White, and 1.7% Asian and other pupils. The preschool program includes 12 self-contained classrooms with an average annual enrollment of 100 three and four year olds. Additional preschoolers eligible for special education are served in Head Start and out-of-district self-contained special education programs.

Edgewater Park is a small district located in the southern region of the state. It is part of a consortium of ten districts that have joined together into the Central Burlington Region to provide special education services for students ages three through twenty-one. The preschool program for the region consists of one self-contained classroom which serves approximately 22 children each year. Edgewater Park students account for at least a third of these students annually.

Highland Park is a small suburban district located in the central region of the state. The preschool program consists of one self-contained classroom which serves approximately 16 children each year.

1.1.2 STATUS OF PRESCHOOL/PUBLIC SCHOOL EDUCATION

New Jersey has a well-established system of special education services which consist primarily of self-contained classrooms, programs, public and private schools, and public school districts which serve only students with disabilities. In several national studies of placement patterns for students with disabilities, New Jersey consistently ranks among the most segregated states in the country. It has only been in the past five years that an increasing number of students have been educated in general education classrooms with supplementary services and supports. The progress towards inclusive education has been slow and the majority of students with disability labels such as mental retardation, autism, cerebral palsy, or emotional disabilities continue to be enrolled in self-contained special education placements.

Special education and related services are mandated for three and four year old children with disabilities. The vast majority of preschoolers (99%) attend segregated "preschool handicapped classrooms" within their school district or are transported to out-of-district placements. Participation in nursery schools and child care centers with services and supports is rare, almost exclusively resulting from the direct initiative of the child's parents. It has only been in the past two years that the New Jersey Department of Education has initiated a pilot project to develop models for the provision of special education and related services to preschoolers within natural, community-based settings.

Unlike the Edgewater Park and Paterson School Districts, Highland Park has actively developed inclusive education programs for students with disabilities, particularly at the elementary school level.

1.2 RATIONALE OF SITES FOR PARTICIPATION

The primary rationale for participation in Project TEEM Outreach for all three districts was dissatisfaction with their transition procedures. While each district engaged in some transition activities, these were often disorganized, inconsistent and "last minute." Project TEEM Outreach provided the opportunity to develop a written, systematic transition process which would address the unique needs of the individual school districts. Of particular interest was the nature of the Project TEEM model which does not specify a standardized transition model, rather incorporates a planning process for schools to develop their own individual transition procedures. Additionally, involvement in the project provided an opportunity to discuss issues and concerns related to the transition process and to learn about best practices in transition planning.

A secondary rationale for participation was the recognition associated with selection as a model site for a national project funded through the U.S. Office of Education.

1.3 CHARACTERISTICS OF TEAMS

Membership on the development teams ranged from 10 to 13 individuals who represented a cross section of shareholders in the transition process. Parents, special and general education teachers, child study team members, administrators or coordinators, related services personnel, and in Paterson, a Head Start representative participated. Team membership also reflected the multicultural nature and the special education service delivery system of the school district.

1.4 GENERAL FORMATS FOR DEVELOPING THE TRANSITION PROCEDURES

The specific format for training was determined by each school district with consultation from the State TEEM Coordinator.

Project TEEM training for the Paterson School District occurred during four consecutive days in July, at a location outside of the school district. As a follow-up to the summer training days, two work days were scheduled in October. The purpose of the second session was to review the philosophy, goals, and procedures developed during the initial training and to continue to work on several different products which were incorporated into Paterson's transition procedures. The October session was also held outside of the school district.

In Edgewater Park, development of transition procedures required 5 1/2 days - two consecutive days in the summer, followed by two consecutive days in November, and then single days in January and March. All but the final day in March were held away from the school district.

Highland Park was involved in the development of transition procedures for four days. Two sessions of two days each were held in October and January. An additional full-day session was scheduled for May, for the purposes of evaluating the procedures following pilot implementation, and reviewing the work of subgroups assigned to develop specific products/activities incorporated into the transition procedures. All sessions were held at a location outside of the school district.

During all sessions, food was provided by the State TEEM Coordinator and, when requested, districts were reimbursed for the cost of substitute teachers. In Edgewater Park, parents received stipends, equivalent to the per diem substitute teacher rate, for participation.

1.4.1 REFLECTIONS ON THE EFFICACY OF FORMATS

Unquestionably the opportunity to work away from the school district greatly enhanced the effectiveness of developing the transition procedures. The lack of interruptions and focused concentration which resulted contributed to the efficiency with which the procedures and related products were generated. A number of participants mentioned this as a factor in the positive evaluation of the project. In direct contrast was the one work session which was held at the school where interruptions and distractions interfered with the accomplishment of intended goals.

Scheduling of full-day sessions was also beneficial. This allowed considerable work to be accomplished in a relatively short period of time and contributed to the participants' sense of accomplishment. Full-day sessions also allowed for informal interactions during breaks and lunch which provided the opportunity for team members to get to know each other beyond formal roles.

The four day format was ideal for continuity; however, it was also somewhat arduous. Two consecutive days followed by another session of two consecutive days several months later was also an effective format. The amount of time between sessions is an important consideration.

It was also worthwhile to schedule a follow-up session after the procedures had been drafted. This allowed for a review of the initial work and the development of products, such as a transition handbook and classroom observation checklists, which may have been incorporated into the written procedures.

There are advantages and disadvantages to conducting training during the summer versus during the school year. Summer sessions avoided pulling teachers away from their classrooms, but presented child care difficulties for some participating parents. When training was held while school was in session, it was necessary to reimburse the district for the cost of substitute teachers.

While format options can be suggested, it is essential that the final decision regarding scheduling be made by the school district.

1.5 CHALLENGES/FACILITATORS AS A TRAINER/TECHNICAL ASSISTANCE PROVIDER

1.5.1 CHALLENGES

Several challenges were encountered during the implementation of this project:

1. Allowing sufficient time for discussion while moving the process along to meet the agreed upon time line for completion of procedures in four days.

2. Serving as a true facilitator and providing personal viewpoints only as requested versus being overly directive with regard to the process and content of procedures.

3. Respecting the individual differences of participating districts and allowing the process to evolve to meet the unique needs of each district.

4. Accepting the status of inclusive education in participating districts, and developing procedures which would promote a successful transition, regardless of the child's next placement, while simultaneously encouraging the use of systematic transition procedures as a mechanism to promote the movement of children into kindergarten as opposed to self-contained special education placements.

5. Providing an equal opportunity for all committee members to offer input, and consistently emphasizing the value of everyone's contribution; especially not allowing school district personnel to dominate the discussion and decision-making process.

6. Deciding how much written information to give to committee members - what amount was helpful versus overwhelming.

7. Dealing with the recognition of one district that the process promoted the transition of children into kindergarten rather than self-contained special education placements, but the parameters of the grant did not provide for the extensive supports needed for the initial development of inclusive options.

8. Dealing with the realization by participating districts that the development of transition procedures was just the beginning of a more encompassing process of systems change.

1.5.2 FACILITATORS

A number of factors served as facilitators in the implementation of this project:

1. Using collaborative teaming practices such as an agenda with time allotments for each item and assignment of roles (i.e., timekeeper, jargon buster, facilitator, and recorder).

2. Using creative problem-solving strategies, specifically providing "post-its" for individual input, followed by clustering and reaching group consensus was particularly powerful.

3. The active involvement of an administrator who had the authority to make decisions related to transition procedures.

4. Endorsement and participation of State Department of Education consultants was a motivator for districts to participate.

5. My personal experience working in a school district-based preschool program and involvement in the transition process enhanced my credibility with the participating districts - I wasn't just the consultant from the "ivory tower" university.

6. Supplementary funding from the New Jersey State Department of Education provided additional consultant time and reimbursement for substitute teachers.

1.6 CHALLENGES/FACILITATORS NOTED BY PARTICIPANTS

It is interesting to note that despite three rather different districts, many of the same challenges and facilitators related to development and implementation of the transition process were identified. The following sections present a summary of input from the three teams.

1.6.1 CHALLENGES

Several challenges related to the development and implementation of transition procedures were identified by participants.

1. While the written materials provided a helpful framework for the development of transition procedures, the amount of materials made available was cumbersome and therefore somewhat difficult to use.

2. The pressure to complete the procedures within four days was both a facilitator and a challenge. It is interesting to note that the one team which was least focused coming into the project, became somewhat impatient with the process in its early stages. It was only as the process evolved that the value of discussion and reaching consensus became appreciated as an integral part of the development process. To quote one team member, "There was initial unclarity about where the activities were leading - however, the relationship between activities and the developing procedures became clearer as time passed. By the end of the second day this was evident - facilitator helped us to clarify that our process has a product."

3. One school district mentioned a sense of competition which began to develop between the two smaller work groups during the development of procedures. Specifically, a reluctance to "let go of ideas" was noted when writing the philosophy statement.

4. While always feeling supported in the process, a member of one team felt that there was somewhat of an antagonistic feeling between some parents and the school district.

5. One challenge for parents was to use their personal experiences with transition to inform the process, but simultaneously to look beyond their individual situations and focus on a transition process which would be sensitive to the needs of a variety of children and their families.

6. While recognizing the tremendous progress made in the development of transition procedures, one parent added, "I only hope that our new ideas will be implemented soon so that the children and parents can benefit from the fruits of our labor."

7. All teams recognized that the development of the written procedures was just the first step. A greater challenge would be the acceptance and commitment of the larger school community to implementation.

8. One school district found the procedures, as initially developed, to be too comprehensive to be implemented in their entirety. Rather, a progressive phase-in of the procedures appears to be a more realistic approach to implementation.

9. A consistent challenge to implementation was meeting the time lines as projected in the written procedures.

1.6.2 FACILITATORS

A number of facilitators related to the development and implementation of transition procedures were identified by participants.

1. The flexibility of the TEEM model. As one team member stated, "Every school district has its own "personality." We were able to focus on the needs of Edgewater Park as opposed to accepting a general model which may not work for us."

2. The TEEM process provided an equal opportunity for all members of the team to participate. The activities incorporated into the process "made each member feel they had an important role. They also gave each member an opportunity to share ideas and thoughts. I like the way that all voices were heard and respected."

3. The activities incorporated into the process "allowed us to get a great deal of information out on the table in a short period of time." "In just a short time we were able to get out the issues, clarify and organize them, and then use them to drive our philosophy."

4. The TEEM process provided an organizational framework and focus which facilitated the development of written transition procedures. "The activities helped to organize the process and allowed everyone to get involved - the activities enabled us to stay focused and to get things done quickly and efficiently." "The process allows a built-in system of checks/balances that help you remain on task." "The teaming process was integral to getting our goals accomplished. Without this framework, we would not have been as focused and task-oriented. In fact, this is a good model to use with any committee or group process."

5. The collaborative teaming and creative problem-solving strategies were extremely helpful in coming to consensus on issues. "Methodically working through the issues was vital to the end result."

6. The involvement of key shareholders in the transition process was beneficial. "One group process involving various disciplines, and backgrounds added positively toward addressing issues more comprehensively."

1.7 IMPACT IN SITES

Once again, a great deal of unanimity was expressed by participants with respect to the impact of Project TEEM in the school district beyond the development of written transition procedures.

1. Provided an opportunity for personal development.

   "Working with a diversified team provided the opportunity to learn and grow as I listened to the perspectives of others."

   "Working as a team and using creative problem-solving techniques are skills that we'll use in all aspects of our jobs."

   "It has assisted me in becoming a better group facilitator."

2. Resulted in a greater appreciation of the perspective of others.

   One special education teacher stated, "having parents on the team was very revealing to me. I know professionally that the families feel the impact of a special needs child, but hearing their emotion about the subject always helps me to remember they are the expert on their child and we need to include them and listen to them."

   "It enabled me to think in broader ways. There are many views and opinions that need to be considered when making important decisions."

   "It has made me realize the opinion of other professionals. I got a chance to see how they feel regarding the whole process."

   "Enhanced my understanding of transition process in terms of the family and the child. It has also increased my respect for my colleagues."

3. Enhanced understanding/clarity of the transition process and roles within it.

   "As a parent it made me much more aware of what transition really means."

   "Helped me clarify my role in the transition process."

"I feel I have a better organized vision of the transition process. We are now able to systematically do what we did more haphazardly in the past."

4. Improved relationship/communication between the various shareholders in the transition process.

"Process helped to create "bond" or better relationship between kindergarten and preschool."

"I feel my relationship to people who are crucial to my son has improved tremendously, in that I feel that I am more likely to be heard by them."

"The impact regarding improved communication between Burlington Central Region and the Edgewater Park School District will benefit all children in our program."

5. Generalized knowledge about best practices in transition planning which are now being applied to other situations inside and outside the school district.

A principal states, "the process has formalized many procedures already in place. I found myself using many of the ideas for other children moving from grade to grade."

6. Promoted positive transition experiences for children, families, and school personnel.

7. Acquired collaborative teaming skills and creative problem-solving strategies which are now being generalized to other situations.

"I have brought model to other groups and they also have commented on its effectiveness."

"I have been able to incorporate format into other areas."

"I thought in terms of my own staff (related services personnel) and how we could accomplish some large projects that are confronting us now."

"Understanding of ourselves and others and our individual methods of attacking a problem was helpful when applying that to others (families, schools, etc.)"

"Teem building skills can be used in many different situations."

8. Enhanced the school district's inclusion process.

9. Resulted in satisfaction with the final product.

   "Final product seems well thought out and addresses many areas of concern."

   "Very worthwhile program which will lead toward a quality transition plan."

   "I've never worked with so many people on a project such as this, so smoothly."

10. Resulted in informed and positive decision-making regarding elementary placements for students exiting preschool.

11. Developed mechanisms for increased communication between sending and receiving staff through visits and exchange of written information.

12. Developed specific activities which will enhance the opportunity for families to work as partners with the school district, and become active participants in the transition of their children.

1.8 TYPES OF TECHNICAL ASSISTANCE PROVIDED

Following the completion of the first draft of the written transition procedures, several types of technical assistance were provided at the request of the participating school districts. These included:

1. Assistance in the evaluation of the effectiveness of the transition procedures following pilot implementation.

2. Development of products integral to the transition process such as a handbook for families and classroom observation checklists.

3. Planning for staff development activities to acquaint the larger school community with Project TEEM, the drafted transition procedures, best practices related to transition, and developmentally appropriate curriculum for kindergarten.

4. Assistance in gathering input on the transition procedures from school district personnel who will play a role in implementation, but were not involved in development.

5. Strategies for obtaining district-wide commitment to the transition procedures.

6. Strategies for including students with disabilities in general education classrooms.

1.9 CURRENT STATUS OF SITES

1.9.1 PATERSON PUBLIC SCHOOLS

Continuation of Project TEEM in the Paterson Public Schools beyond the activities summarized in previous year-end reports focused on the implementation of transition procedures in a second elementary school in the district, provision of an inservice training program on classroom survival skills for preschool and primary special education teachers and instructional assistants, and creating a model for inclusive education options for students at the elementary school level.

1.9.1.1 EXPANSION TO A SECOND ELEMENTARY SCHOOL

The district's Transition Coordinator and the State TEEM Coordinator, in collaboration with the building principal, invited the kindergarten teachers to meet with us to solve Project TEEM, to summarize implementation in the school district, and to ask for volunteers to expand transition activities to their classrooms. As a result of this meeting, the principal expressed his wholehearted support for the transition procedures, teachers were able to voice their concerns about previous experiences with children who had exited the preschool program and entered their classrooms, and six teachers volunteered to participate in the expansion of Project TEEM activities. The major component of this expansion was the participation of preschoolers in the kindergarten classrooms twice a week between March and June.

1.9.1.2 INSERVICE TRAINING PROGRAM

A half-day inservice training program was presented to preschool and primary special education teachers and instructional assistants by the district's Transition Coordinator, a preschool special education teacher, and the State TEEM Coordinator. The focus of this session was classroom survival skills as presented in the appendices of the Project TEEM Manual. The goals of the inservice program were: 1) to emphasize the relevance of skills beyond traditional academics in the curriculum, 2) to identify the importance of skill categories and specific skills within categories as perceived by preschool and primary staff, 3) to begin to examine the extent of continuity between curricula at the preschool and primary levels, and 4) to introduce collaborative teaming and creative problem-solving skills through experiential activities.

The outcomes of the day were mixed. The activities resulted in considerable discussion and discontinuities between the preschool and primary curricula were clearly identified. The preschool staff were uniformly positive in their evaluations of the day, however, many of the primary staff questioned the applicability of the session to their needs.

1.9.1.3 DEVELOPMENT OF AN INCLUSION MODEL

A major outcome of participation in Project TEEM in Paterson was the realization that a systematic, planful, and timely transition process would increase the number of students who exited the preschool program and entered a general education kindergarten classroom. Coupled with this awareness was a recognition of the need for training and technical assistance in developing a model for inclusion which would be workable in the district. To meet this need, Paterson applied to participate in the National Outreach Project for the Inclusion of Students with Severe Disabilities in General Education Settings, granted to the University Affiliated Program of Vermont. The application was accepted and a team consisting of teachers, an administrator, representatives from the New Jersey State Department of Education and higher education, and a parent were involved in the training Institute. Follow-up technical assistance was provided by the State TEEM Coordinator. The focus student had a successful year in first grade and has graduated to a second grade classroom. Additionally, the inclusion model developed by the team has been used to include additional students in the district.

1.9.2 HIGHLAND PARK SCHOOL DISTRICT

1.9.2.1 PROJECT TEEM TRAINING - JANUARY, 1995 - HIGHLAND PARK

Two additional days of training for the Highland Park School District occurred on January 9 and 10, 1995 at the Learning Resource Center (LRC-C) in Old Bridge. The LRC-C is one of four centers, supported through the New Jersey Department of Education, Office of Special Education Programs, which are sources for information, training, and materials for New Jersey school district personnel and parents.

All thirteen members of the Project TEEM Planning Committee participated in the January training days.

As a result of the two days of training the goals and philosophy statement were revised, transition procedures were written, and a time line for implementation was developed. Additionally, subcommittees were formed to develop a Parent Handbook and a classroom observation checklist, and to plan an orientation meeting for parents.

A final work session was scheduled for May.

1.9.2.2 MAY WORKDAY - HIGHLAND PARK

As a follow-up to the January training days, one work day for Project TEEM Committee members was scheduled for May 25, 1995. The purpose of this session was to evaluate the transition procedures following pilot implementation, and to review the work of the subcommittees. Once again, the work day was held at the LRC-C and facilitated by the State TEEM Coordinator.

The goals of this work day were met. The transition procedures were reviewed and revised as necessary. A draft of the Parent Handbook received considerable attention and is currently in the process of being revised. It was decided to incorporate an Observation Checklist into the Parent Handbook

Finally, Committee members completed an evaluation of Project TEEM. Participation in Project TEEM was rated very favorably.

1.9.3 EDGEWATER PARK SCHOOL DISTRICT

Three and one half additional days were scheduled beyond the initial training in July. All but the final day were held in an out-of-district setting. The final day occurred in the preschool classroom. All sessions were facilitated by the State TEEM Coordinator.

As a result of these days, transition goals and a philosophy statement were finalized, a draft of written procedures was produced ,and a time line for activities was developed. Additionally, next steps in the implementation process were identified.

The evaluations of these sessions were uniformly positive.

2.0 DISSEMINATION

2.1 STATEWIDE DISSEMINATION ACTIVITIES

During the three-year grant period of the National TEEM Outreach Project in New Jersey, several statewide dissemination activities have occurred. Each year, the State TEEM Coordinator in collaboration with personnel from participating school districts and New Jersey Department of Education Preschool Consultants have presented at statewide "Best Practices" Conferences. Additionally, a workshop was presented at the annual conference of New Jersey DEC/CEC.

The State TEEM Coordinator was also invited to present at two additional meetings involving program administrators and Child Study Team members in the central and southern regions of the state.

Finally, an information packet on Project TEEM was disseminated to preschool program administrators in the northern region by the preschool consultant.

As a result of these efforts, several districts requested additional information on Project TEEM and six districts expressed interest in participating as model sites.

2.2 RELATIONSHIP WITH THE NEW JERSEY DEPARTMENT OF EDUCATION

From the initiation of National TEEM Outreach in New Jersey, the State TEEM Coordinator has focused attention on collaboration with the New Jersey Department of Education, (NJDOE) Office of Special Education Programs. The rationale for this involvement was to enlist support for the implementation of Project TEEM, to provide for the dissemination of the model on a statewide basis, and to plan for the continuation of the project beyond the grant period.

These efforts have been very successful. The Preschool Consultants serving all three regions of the state have participated in all planning, training and technical assistance activities carried out in the model sites. Training space, audio-visual equipment and duplication of materials have been made available at no charge. In addition, NJDOE has provided funds to pay for the cost of substitute teachers when school staff are released from their classrooms to participate in Project TEEM Committee activities. Finally, the NJDOE has funded additional days for the State TEEM Coordinator to provide training and technical assistance to the model sites.

The successful implementation of the National TEEM Outreach Project has also resulted in NJDOE funding for continuation of activities beyond the grant period. During the 1995-1996 school year, additional technical assistance days to be provided by the State TEEM Coordinator and reimbursement for the cost of substitute teachers will be supported by the NJDOE. A one-day work session has also been planned when teams from the participating districts will come together with the State TEEM Coordinator and NJDOE Preschool and School-Age consultants for sharing and problem-solving centered on transition issues. This one-day session will also offer an opportunity for school district personnel to provide technical assistance to NJDOE consultants regarding training and implementation of the TEEM model.

Lastly, another continuation activity funded by the NJDOE will involve turn-key training for NJDOE Preschool and School-Age consultants by the State TEEM Coordinator. The consultants will then recruit and train additional districts in the implementation of the TEEM model. The State TEEM Coordinator will provide follow-up technical assistance to the consultants and school districts. Of particular significance is the recognition by the NJDOE that good transition practices are applicable beyond preschool and familiarity with the TEEM model will promote the successful transition of students from grade to grade.

3.0 GENERAL REFLECTIONS ON THE TEEM PROCESS

The effectiveness of the TEEM model appears to be the powerful combination of content on best practices, coupled with practical collaborative teaming and creative problem-solving skills, which provide the tools for the development and implementation of transition procedures. The model respects the knowledge already present in participating districts, and utilizes best practices content, not as a prescriptive recipe, but as a means to build on this knowledge, and trigger further consideration and refinement. It is truly a "district-centered" process. Of equal importance, is using transition planning as a vehicle for teams of people to learn the tools for moving from divergent personal perspectives to group consensus. In this process, the role of facilitator must be that of a guide or an encourager.

The TEEM model was equally effective in three very different school districts. It provides a safe and comfortable arena to raise concerns, ask difficult questions, and learn to respect the viewpoints of others. In some ways, the development of written transition procedures is almost secondary to the teaming and problem-solving skills which are learned through the implementation of the process.

A number of years ago, Hank Bersani, formerly associated with the Center for Human Policy at Syracuse University, suggested that whenever a significant change in a service system is under consideration issues in three areas need to be addressed. These areas are legal foundations, ideology, and practice. When examining the TEEM process, it becomes apparent that it encompasses these three areas. The TEEM model, then, which might appear at first glance to be deceptively simple becomes a powerful tool for systems change.

South Carolina Summative Report

Submitted by:

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SOUTH CAROLINA

Working with the TEEM model these last three years has been a very valuable experience for me. In addition to training four different districts in the TEEM model (which hopefully has had a positive impact on the transition from preschool to kindergarten for children and their families), I have observed several other bi-products of the process which may be equally important. Also, I feel I have personally gained as I have learned several lessons that I am applying in other facets of my professional life.

First, let me briefly highlight some facts about our state and summarize some issues in the districts we trained. Three of the districts (Pickens, Aiken, and Sumter) are rural though within thirty to forty minutes of a metropolitan city. Each of these districts has a high percentage of low income children and a diverse population. Sumter is predominantly African-American (about 80%), Lexington Five of Richland County, a suburb of Columbia, South Carolina, is predominantly white.

South Carolina exceeds the national average in terms of the number of children served in special education settings. Yet, a 1994 study conducted at the University of South Carolina revealed that very few South Carolina school districts (4%) have established guidelines, and only 23% have established procedures for preparing children with disabilities for the transition into regular classrooms.

Among all states, South Carolina has the third highest percentage of low birth-weight babies, third highest infant mortality rate, sixth highest rate of births to unmarried teens ages 15-19, and the sixth highest percentage of children living in poverty.

We were able to talk with two of these districts, Lexington Five and Sumter. We were unable to talk with Pickens. Aiken was trained last Spring and is in the initial stages of implementation.

We developed an outline for our discussion which we sent to the districts before contact so they could reflect on what we were wanting to discuss. The following is a brief summary of our conversations.

Lexington Five feels its strengths are in parent involvement, support of school staff, and community. Sumter District Two feels these three areas are ones on which they need improvement. Sumter District Two also has a need for more training of regular educators and involvement in the process.

Lexington Five feels that they have a good transition process that begins in September of the year before children enter kindergarten, and are comfortable with the level of involvement by parents, teachers, and district staff. Visits by parents with the psychologist to possible classrooms are an important part of the process. Sumter District Two feels their strength is the willingness and the expertise of the related staff (OT, PT, Speech, and Psychologists), to work with regular education teachers in the classroom, but feel the need for more work on procedures and planning ahead.

Lexington Five stated that the two key components internalized from the TEEM model are family involvement and early planning. Sumter District Two gave three key components that were adopted from the TEEM model: philosophy, best practices, and collaboration.

Each of these district teams were unique particularly in the degree to which the district supported an inclusion philosophy, and in their transition procedures, administrative support and stability, and make-up of the teams which affected group dynamics and outcome. With some districts being further along in the process than others, and with members within the teams at quite different levels on a variety of issues, my role as a facilitator of the group process was different for each team. At times, I was able to take more of a "back seat" role, and at other times and with certain districts, I found I needed to take a more directive role. So, although the model was "the same," the process was very different for each team.

Lesson learned: Some districts move faster than others; there is a delicate balance between motivating for change, and not pushing too hard for change that the district is not ready for.

I found that I had a hidden stereotype that rural schools may not be as progressive or up-to-date as urban schools. In planning for the first TEEM session with one of the rural districts, I remember thinking that probably this district has at least one special school and a lot of self-contained classes. To my surprise, this district was in many ways very progressive and very inclusion-oriented. When I asked the Director of Special Services how this had happened, she answered in a very matter-of-fact manner that she had merely bought a padlock one day at the local hardware store and closed the school down. And that is the way we do it around here, she said.

Lessons learned: A progressive district is dependent on good leadership - not locale.

We still have many self-contained classes and special schools in South Carolina. The TEEM process was a wonderful vehicle to be able to talk about issues, concerns, hopes, and dreams. I observed different team members who initially were very resistant to the idea of inclusion, become more open to the issues, and thus move on the continuum. I think those who were initially more receptive, and perhaps even frustrated with the resistance, were often moved by observing, and being a part of the struggle to understand and change. My role, at times, called for reassuring and supporting. I often assured them saying, "It's okay to have opposing views; it's okay to be in a different place as long as we can continue talking and working together for children."

Lesson learned: To have a meaningful and real change, all stakeholders need to be a part of the process, even though at times it may feel like the resistance is causing regression or no movement at all.

I had never used "sticky notes" or the other facets of the TEEM process (e.g., assigning roles such as: (time-keeper, jargon buster) in meetings, and for problem-solving, and did not expect to like it. I am now totally sold on the process, and not only used this process with TEEM training, but also with the Cultural Diversity workshops I have conducted around the country, and most recently during a one-day strategic planning retreat that I facilitated for my office. The process is wonderful and gets everyone involved, keeps people on task, sets the agenda, but allows for flexibility when needed. In utilizing this process in a variety of settings with groups ranging from about 12 to 75 individuals, I have found that participants are both surprised and delighted with the level of productivity, the brevity of time and energy taken, and the creative approaches that resulted.

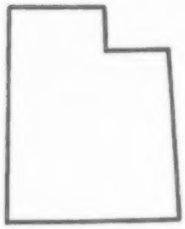
Lesson learned: Productive meetings and creative problem-solving can be facilitated by a structured approach that allows for all individuals to participate (written and verbal).

I have professionally benefited from all the readings, training's, and discussions I have had with my colleagues from Vermont and the other participating states. Because of this rich dialogue and networking, I have had the confidence to develop a one-day workshop for school districts on "Meeting the Needs of Students with Special Needs in the Least Restrictive Environment." I have conducted the workshop twice and have received very favorable evaluations.

Lesson learned: Educators, both regular and special, are interested in these issues. If it is presented so they can have the opportunity to discuss the issues to heighten sensitivity, and given the "how tos" or strategies, they are very receptive.

The two components that I feel could be added to strengthen TEEM are: to build in follow-up and add the "how to" or strategies, interventions, and modifications for working with children with special needs. After the four training days were over, it became very difficult to keep districts involved in the follow through. It seems that if it is not built into the calendar, other programs or tasks take priority.

Teachers, particularly regular education teachers, have a lot of concerns about how to teach children with special needs. Expanding the TEEM training to give the "how to" could be a next step in the process and a focus we want to offer teachers in South Carolina. The readings, training, and exposure we in South Carolina have gained from working with the TEEM model has laid a strong foundation which will continue to grow in the future.



Utah Summative Report

Submitted by:

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UTAH

The involvement in the National TEEM Outreach Project has had a very positive effect on the overall transition process for children with disabilities in Utah, particularly, but not limited to children who are making a transition from preschool programs to kindergarten. When we began working with the project three years ago, there were a few school districts in our state who were in the process of developing transition procedures for their preschool children. These particular districts were committed to a district-wide philosophy for total inclusion for all children in their districts and were aware that careful planning would facilitate the inclusion process. During our first year of the TEEM Outreach Project we worked with two of these districts, one of which was in a rural area of the state (Washington School District), the other was in one of our larger cities (Ogden City School District). The second year we added Tooele School District which is a smaller rural district, and the final year we added Davis School District, which is one of the largest districts in the state of Utah.

Before we began our training the first year, we were invited to a training institute in Vermont where we met with the project staff and representatives from the other outreach sites. This meeting, as well as those held during years two and three, was an essential ingredient to the success of our implementing the process in Utah. The materials were very beneficial and the expertise on conducting training workshops was invaluable. The TEEM staff did a remarkable job of presenting the overall goals of the project while addressing the individual needs of each of the diverse outreach states.

The first year of the Outreach Project, members of the Washington and Ogden City School District planning teams primarily consisted of staff from their preschool programs. Each team had approximately 6-8 members. The one advantage of having a limited number of team members is the ability to arrange meetings and training sessions around one schedule. However, as the first year progressed we realized that it is critical to have input during the development stage from elementary school staff as well as parents. The Ogden School District team arranged to meet with parents, kindergarten teachers, and principals in the district, to share what they had developed, and to solicit suggestions for implementation. When we approached Tooele School District about becoming a site during the second year, we made it very clear that we wanted the team to be comprised of staff from both the preschool and elementary schools, as well as parents, and district administrators. This team was larger, about 15 people, and they worked extremely well together, developing their transition plan. During the final year, Davis School District began with about 10 people, including parents, administrators, preschool, and elementary school staff. However, due to some unavoidable circumstances, the preschool staff actually developed the initial transition materials. Each of the four teams did an incredible job developing a transition plan which reflected the unique needs of their individual districts.

The training format for the four sites was similar. We initially scheduled one or two full-day meetings where we introduced the TEEM model and all of the components to the entire team in each district. The first day was spent reviewing the TEEM manual, discussing specific concerns and issues of the individual district, detailing the components of an effective team, and completing a "values exercise," which lead us directly into our next activity, the writing goal and philosophy statements. At the end of the first day we asked the groups to decide how they wanted to proceed with the development of their philosophy and goal statements. Most of the teams chose to divide the team into two groups, one to develop a philosophy statement, the other to begin identifying goals for their transition plan. These groups arranged a time to meet together prior to the next team meeting where they presented their efforts to the whole team. We, the facilitators, provided the teams with examples of either philosophy or goal statements, and were available for any assistance which they might need.

The second team meeting was held two to three weeks after the introductory meeting. The philosophy and goal statements were reviewed and revised by the entire team. We utilized the cut and paste approach, paired with discussion. In addition, during the second meeting, ideas for procedures, timelines, and parent manuals were discussed, and examples were provided. Following this second day, an additional three to five days were allocated for the entire team to meet to review the products, and to discuss the actual implementation of the transition plan. All of our meetings were full-day meetings which were typically held on the planning days for the preschool staff.

One of the unique outcomes of the TEEM Project in Utah was the favorable response that we had from the Utah State Office of Education. We have been asked repeatedly to share information about the TEEM model at several of our state conferences, including the "Utah Statewide Preschool and Early Intervention Conference" and the "Utah Transition Conference." The information has been very well received. The components of the TEEM model were included in the "Transition Handbook" which was developed by the State Office of Education, and distributed to all of the school districts within the state. In addition, the Ogden Team has become very involved in sharing the process and the materials which they developed. They have distributed a copy of their Transition Manual through the State Office of Education to the other thirty-nine school districts in Utah.

The elements which I feel were essential for the success of this project include:

1. *The TEEM Manual.* It is extremely well written and provides a wonderful format for school districts to adapt to fit their own individual needs.

2. *The "training" sessions which we attended.* They provided us not only with the materials we needed to work with the districts in our own states, but more importantly the guidelines for conducting training sessions, and problem-solving skills.

3. *The ongoing support and communication provided by the Vermont staff, particularly Jane Ross-Allen.* They have all been extremely helpful with providing information as requested and offering suggestions for problem-solving.

4. *The monthly conference phone calls with representatives from all of the outreach sites.* These phone calls not only provided us with information which we needed, but also gave us an opportunity to learn what some of the concerns and issues were that were encountered in the other states.

5. *The commitment from the administrators of the school districts in which we developed transition teams.* Without their support, both financially (for release time, copying of materials, and providing lunches etc.), and philosophically, we would not have been able to achieve our goals in each district.

In closing, we feel very fortunate that Utah was selected as one of the outreach sites for the TEEM Project. The State Office of Education has become very involved in transition issues, and the TEEM materials have provided us with a wonderful framework for developing transition plans for all levels. Personally, we have learned a great deal through this Project not only about transition but also about adult learning, and providing training, collaboration, and inclusion. It has also been wonderful to meet people from all of the other sites, and particularly the Vermont staff who did a marvelous job of managing the project. Thank you.

Vermont Summative Report

Submitted by:

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VERMONT

The Project Coordinator and author of this final report also served as the State Coordinator in Vermont. Since the author has highlighted the major impact of the TEEM model in Vermont previously, this report is a brief summary of National TEEM Outreach's work with Vermont sites. Over half of Vermont's 60 school districts received training and technical assistance through Project TEEM/TEEM Outreach to develop and implement transition planning procedures and to further enhance the statewide network of sites which are able to share information with and provide training and technical assistance to one another. During National TEEM Outreach, four additional school districts received training and technical assistance from project staff. The state of Vermont has shown a commitment to inclusive education for many years and it is estimated that approximately 95% of children on Individual Education Plans are fully included in their local schools and classrooms. Based on this commitment and the number of children included in their local kindergartens and elementary schools, the impetus for the four school districts to receive training and technical assistance through National TEEM Outreach reflected more of a commitment to promote/enhance collaboration, communication, and systematic planning and decision-making among family members, early childhood service providers, and public school personnel rather than to promote inclusive education.

Blue Mountain Union School, Caledonia North, and Rutland South Supervisory Unions, and Rutland City Supervisory District, the four school districts in Vermont which served as model sites in National TEEM Outreach, represent wide geographic and socio-economic diversity. The Caledonia North district contains nine elementary schools and the Rutland South District three elementary schools. Blue Mountain is a union school which houses early childhood (providing services for young children with disabilities and children considered "at risk") through grade twelve. Rutland City contains two elementary schools into which children from the early childhood program make a transition. The four participating school districts varied in their implementation of the TEEM model.

The planning team from Caledonia North Supervisory Union initially drafted their transition process and piloted it for children and their families making a transition into the largest of Caledonia North's six elementary schools. The process then was reviewed and adopted on a district-wide basis for implementation during the 1994-1995 school year.

Rutland South Supervisory Union had written transition procedures in place when it became a model site in Year 1. A major goal of their participation was to form a representative team to review the procedures and provide input, revise them to address transitions across grade levels in the three elementary schools and high school, and develop a plan to systematically incorporate them into district educational planning. As a result of team discussions and based upon the identified need to ensure "inclusive" practices, the planning team developed a handbook for families of all children who were entering kindergarten in the elementary schools and incorporated the appropriate information for families whose children were receiving special education services. After finalizing the handbook at the beginning of Year 3, planning team members identified the need to include other staff across the district in training around collaborative teaming and conflict resolution, skills which the members felt were critical if the transition process were to be effectively implemented on an ongoing basis. During the second half of Year 3, 25 individuals from the Rutland South Supervisory Union representing early childhood, elementary, middle school, and high school settings, participated in a one-credit course on collaboration and conflict resolution. Along with early childhood and elementary regular and special education administrators and teachers, participants included principals, guidance counselors, and a school nurse. Feedback from participants was extremely positive and the district has continued on its own to engage in similar and expanded staff development efforts.

The 10-member planning team from Blue Mountain Union School represented families, community members, early childhood personnel (school district, Head Start, Parent/Child Center), and elementary general and special education administrators, and staff. During the development of its transition process, the team spent much time discussing for whom the process should be implemented. The team ultimately decided to develop a generic transition process which would address transition for all children and families into kindergarten and be individualized according to the strengths, desires and needs of children and families. A kindergarten teacher who was a member of the planning team brought copies of a handbook which had been developed years before to provide information for families of incoming kindergartners. Team members reviewed the handbooks and determined they were still appropriate and required minor changes. As a result of developing their transition process, the team made a commitment to ensure that the kindergarten screening time in the Spring allowed for increased communication and information-sharing with families. Since developing its process, Blue Mountain has faced challenges in implementation of the process. One of the major "roadblocks" to implementation was the fact that two administrators who actively supported and/or participated in the development phase left the school prior to implementation. This turnover factor, especially when it involves administrators, is one which many school districts have cited as a barrier to effective implementation.

Rutland City School District, like the Rutland South Supervisory Union, engaged in transition planning prior to working with National TEEM Outreach, but wanted to formalize the process and bring together individuals who represented other early childhood settings in which children were receiving special education services. Rutland City's development process was somewhat hindered by adverse weather conditions which caused a re-scheduling of work sessions. This factor, unfortunately, interrupted the "flow" of the team's work time, but they managed to complete their process by the end of May for implementation during Year 3.

Post-implementation input gathered from individuals in the four school districts indicated that effective implementation of the process has been highly dependent upon administrative support and commitment to the process. Planning team members who have spoken with project staff are emphatic that the process is not one which is developed on paper one year and fully implemented the next. Rather, the different aspects of the process may be implemented over a period of time depending upon the context in which it is being implemented. Collaborating with the different planning teams provided project staff with new insights and ongoing learning opportunities. The dedication and commitment of the team members to providing quality educational services for children and families truly was evident in the thoughtful discussions each team engaged in throughout the process. Although the "end product" focused on transition, the **process** each team goes through to get to the product generalizes beyond transition to many other areas of educational planning and had an impact on other programmatic areas.

APPENDIX B

Sample Evaluation Instruments

National TEEM Outreach Survey - Spring 1995

1. Please describe the TEEM transition process which was developed/implemented in your school/district. Please include what you consider to be the main goals of the TEEM process. Please also describe any challenges and how they were addressed.

2. What do you consider to be the major results of the TEEM transition process?

3. Please rank in order the persons whom you believe are the most important team members for ***developing*** the TEEM transition process. (***Note:*** *since these are general categories, please use the "Other" category/ies to fit your situation.*)

Rank order: 1 most important, 10 less important. Feel free to use the same number for persons of equal importance (e.g., school board member and elementary regular educator both receive a rank of "3").

___ Elementary Regular Educator
___ Elementary Special Educator
___ Early Childhood Regular Educator
___ Early Childhood Special Educator
___ Administrator(s)
___ School Board Members
___ Family
___ Community Members
___ Paraprofessional
___ Health (e.g. pediatrician)
___ Other ____________________________
___ Other ____________________________
___ Other ____________________________

4. Please provide a brief description of why you chose the above ranking.

5. Please rank in order the persons whom you believe are the most important team members for ***implementing*** the TEEM transition process. (***Note:*** *since these are general categories, please use the "Other" category/ies to fit your situation.*)

Rank order: 1 most important, 10 less important. Feel free to use the same number for persons of equal importance (e.g. school board and elementary regular educator both receive a rank of "3").

___ Elementary Regular Educator
___ Elementary Special Educator
___ Early Childhood Regular Educator
___ Early Childhood Special Educator
___ Administrator(s)
___ School Board Members
___ Family
___ Community Members
___ Paraprofessional
___ Health (e.g. pediatrician)
___ Other ______________________________
___ Other ______________________________
___ Other ______________________________

6. Please provide a brief description of why you chose the above ranking.

7. Please check the word which best describes your transition team.

Has open lines of communication.
___ Always ____Most of the time ___ Sometimes ___ Never

Works productively.
___ Always ____Most of the time ___ Sometimes ___ Never

Supports all individuals.
___ Always ____Most of the time ___ Sometimes ___ Never

___ Other ______________________________

___ Other ______________________________

8. Please check things: a) which the team did to increase family awareness about and participation in the TEEM transition process, and b) which were most useful.

a Occurred		b Most Useful
_____	_____	Used flexible scheduling
_____	_____	Individualized materials
_____	_____	Involved parents in inservice
_____	_____	Involved parents in the hiring of personnel
_____	_____	Used a variety of media (e.g. handbooks, videos)
_____	_____	Other ______________________________
_____	_____	Other ______________________________
_____	_____	Other ______________________________

9. Please tell us what you feel makes a "successful" transition.

10. Please tell us what you feel makes a "successful" kindergarten experience.

Directions: For each of the following statements, please make a check to indicate your opinion.

11. I feel that team members who ***develop*** the TEEM transition process should include a broad representation of family members and personnel to ensure different types of knowledge/perspectives.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

12. I feel that team members who ***implement*** individual transition plans should include a broad representation of family members and personnel to ensure different types of knowledge/perspectives.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

13. I feel that Head Start should be involved in the ***development*** of the TEEM transition process.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

14. I feel that Head Start should be involved in the ***implementation*** of the TEEM transition process.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

15. I feel that participation in the ***development*** of the TEEM transition process helps team members understand that individual roles and responsibilities may change.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

16. I feel that participation in the ***implementation*** of the TEEM transition process helps team members understand that individual roles and responsibilities may change.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

17. I feel that parents/family members and staff/personnel should be equal partners in the TEEM transition process.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

18. I feel that it is the responsibility of team members to educate others about developing/implementing the TEEM transition process.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

19. I feel that administrative issues should be the least important focus of transition.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

20. I feel that children and families should drive the TEEM transition process.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

21. Family choice is a critical component of a successful transition.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

22. I feel that you *cannot* have a successful kindergarten experience without a successful transition.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

23. I feel that you *cannot* have a successful transition without a successful kindergarten experience.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

24. I feel that there is a need for increasing family awareness about the need for systematic transition planning.

Strongly Agree	Agree	Disagree	Strongly Disagree
______	______	______	______

25. Make a check next to the activities taking place in your state regarding the TEEM process and transition planning.

TEEM Process

____ Task forces
____ Formal networking
____ Informal networking
____ Applied TEEM to other educational initiatives
____ Shared resources with ___ parents ___ college/university
____ Incorporated into personnel preparation program/s at the college/university level
____ Financial support to schools/districts _____ families ____
____ Other ______________________________
____ None of the above
____ Don't know

General Transition Planning

____ Task forces
____ Formal networking
____ Informal networking
____ Applied TEEM to other educational initiatives
____ Shared resources with ___ parents ___ college/university
____ Incorporated into personnel preparation program/s at the college/university level
____ Financial support to schools/districts _____ families ____
____ Other ______________________________
____ None of the above
____ Don't know

26. What do you see as next steps for your state?

Thank you very much!

A SURVEY OF FAMILIES ON THEIR PARTICIPATION IN TRANSITION PLANNING FROM PRESCHOOL TO ELEMENTARY SCHOOL

Schools/Districts Which Developed a Transition Process During Years 1 & 2 of National TEEM Outreach

INTERVIEW PROTOCOL - Fall 1995

_____Family whose child made transition to kindergarten **Fall 1994**

_____Family whose child made transition to kindergarten **Fall 1995**

INTRODUCTION: *Hello, my name is ____. I've been working with a team of individuals from your school district to assist in developing/enhancing a process to make the move from preschool to public school smoother for children (receiving early childhood special education services) and their families. I believe__________________________ spoke with you about a short telephone survey we would like to conduct with families whose children have made or are in the process of making a change from preschool to public school. ___________________ __________gave me your name(s) and I would like to ask you a few questions now if it's convenient, or set up a time that's most convenient for you. The survey will take about 10 - 15 minutes and your responses will remain confidential. Even though we have your names, it is only to contact you -- your names will not be used on the survey.*

1. **I'm going to read examples of some activities which your school/district may have offered to help ensure that you were as active as you wanted to be in planning for your child's move from preschool into the elementary school.**

   Please tell me which opportunities were made available, which ones you chose to do, and which were helpful. *** (If the response is "no" to "made available," skip "did" and "helpful.")**

Your school/district:

	Made Available	Did	Helpful
Included you as a team member to plan for your child's transition.	______	______	______
Provided opportunities for you to visit your child's future school and classroom.	______	______	______
* Included you in transition planning meetings. *** (If no, skip questions 3 & 4.)**	______	______	______

	Made Available	Did	Helpful
Shared information to help you prepare for planning meetings (e.g., let you know who would be there, gave you opportunities to identify your priorities for the meeting).	______	______	______
Provided you with opportunities to share information about your child (e.g., interests, how s/he learns best).	______	______	______
Provided you with opportunities to identify things you would like to see happen to make your child's transition easier for h/him and/or your family.	______	______	______
Provided you with opportunities to identify how you would like to share information with your child's upcoming teacher(s) once your child entered the elementary school.	______	______	______

2. In terms of the transition activities we just discussed, I'd like to ask you how you feel overall about those activities. Here are some choices:

A) ______The transition activities made a *big* difference in the move to kindergarten.
B) ______The transition activities made *some* difference in the move to kindergarten.
C) ______The transition activities made *no* difference in the move to kindergarten.

3. Let's talk about the transition meeting(s) you attended. Compared to others at the meeting, how would you rate your overall participation? Here are some choices:

You didn't participate	You participated less than others	You participated about the same as others	You participated more than others

4. How satisfied were you with your participation in the meeting(s)? Were you:

Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

5. How satisfied were you with the overall planning process?

Strongly Satisfied	Satisfied	* Dissatisfied	* Strongly Dissatisfied

(Please ask the following if response was "Dissatisfied" or "Strongly Dissatisfied.")

*** Could you please tell me why you were *Dissatisfied*?**

I'd like to talk with you now about different aspects of the kindergarten setting (please write any comments on margins).

6. How satisfied were/are you with:

A) The adjustment your child made/has made to the new setting?

Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

B) The adjustment your family made/has made to the new setting?

Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

C) Your child's relationships with other children?

Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

D) Your child's relationship(s) with his/her teacher(s)?

Strongly Satisfied	Satisfied	Dissatisfied	Strongly Dissatisfied

Is there anything else you feel would have improved your child's move from preschool and adjustment to the kindergarten setting?

(Fall 1994) ***(Fall 1995)***

7. Did planning continue/Are you currently planning for your child's transition into first grade? _____ Yes _____ No

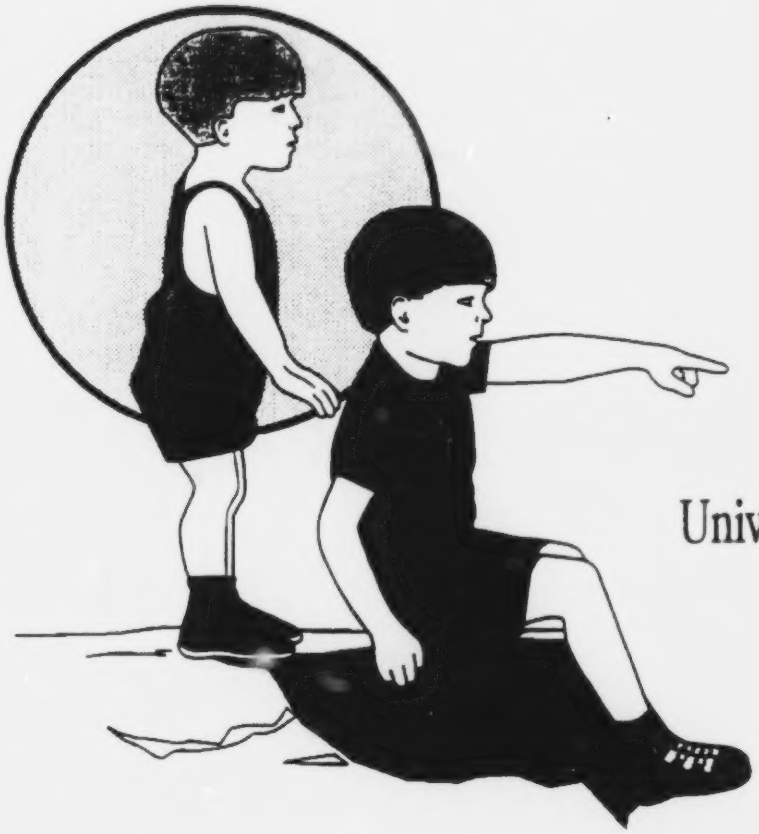
8. Is there anything else you'd like to tell me about your experience with transition?

(Thanks so much for all your time - we certainly appreciate all your input.)

APPENDIX C

Sample Documents

Transition
A Family's Guide



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The Center for Innovative Practices for Young Children (CIPYC) is one of three core program centers supported by the ISDD. An additional four resource centers complement program center activities. The Institutes is dedicated to the promotion and maintenance of a seamless system of inclusionary services for individuals with disabilities across the life span. Institute activities include interdisciplinary training, technical assistance, reference information, and applied research.

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INTRODUCTION TO TRANSITION

It's hard to believe that it is time to start planning for your child's move from preschool, but it is! There will be changes as your child leaves the preschool setting and enters a new classroom. Any transition can be a time of both excited anticipation and of concern for both you and your child.

This booklet was written to:

- inform you about the transition procedures; and
- encourage you to be involved in the planning process to ensure a smooth transition for your child.

You are the link between the preschool and the new classroom. You are the person who knows your child best and who will always be there, from year to year and grade to grade. We hope that you will find this booklet helpful as you attend meetings and are involved in the transition process throughout the next year.

PARENT TO PARENT

By having our child involved with the preschool program, I feel the transition was much smoother for our family. There are so many components and challenges to some children's educational plan that it would be virtually impossible to expect the new staff to familiarize themselves with all those very important particulars during those first few hectic weeks of school. As parents, it was easier for us to "let go" of our precious little one knowing that there were so many caring, wonderful people responsible for easing all of us into the big, wide world of elementary school. Because our son was followed by the preschool teacher, there were few surprises and even fewer failures. We believe that this early beginning greatly influenced and contributed to the educational success our son continues to enjoy today.

David & Beth

• • • • • • • • • • • •

I feel that the preschool program was a very good program for my son. Russell was a child who was very attached to me. Without this program he would have been unable to cope with going to kindergarten and cutting the ties with me. Everyone was wonderful in letting me stay with him and ease him into being independent. I liked how they continued on with their concern for the children once kindergarten started by going to school during the first few days of kindergarten so Russell and the other children would have a familiar face there. They are a wonderful bunch of people who really care about the children's well being!

Donna

• • • • •

TRANSITION PHILOSOPHY

At University Elementary School students are accepted, appreciated, nurtured, and challenged according to their individual needs. Children benefit from interaction with their peers who have a variety of talents and needs....their diverse abilities. We believe that the transition of all learners should be a planned, positive experience for the students, families, and school personnel. We believe that the process should reflect the child's continuing social, emotional, cognitive, and physical well-being. Transition planning incorporates a network of family members, community resources, and educational personnel to ensure that each child has the widest window of educational opportunity.

BEST PRACTICES IN TRANSITION

This section describes the practices that will help the school staff and you plan the steps that will bring about your child's successful transition. The forms are contained in the last section of this handbook.

***BEST PRACTICE:* Family members receive the necessary information, support, and opportunities to enable them to participate as equal partners in planning their child's transition.**

Activities:

#1 Provide families with information about the school's transition policies and procedures.

> **Procedure:** Give family members usable print or non-print information (through such means as Braille, American Sign Language, native language, on-site visit, involvement of an advocate, informational meeting, etc.) at initial case conference and other parent conferences as needed. An effort to clarify the process occurs as the child approaches the transition year.
> **Timeline:** Individual basis
> **Who:** Case Conference Coordinator/Administrator/Preschool Staff

#2 Determine family's goals for transition, types of information and support needed, and desired level of participation.

> **Procedure:** Conference discussions determine the family's initial goals, need for additional information, and support.
> **Timeline:** Individual, based on family requests/needs
> **Who:** Family, Preschool Teacher, other appropriate specialists

#3 Provide family with assistance, as needed, to obtain desired information, support, and opportunities for participation in planning child's transition.

> **Procedure:** Based on individual family preferences
> **Timeline:** Ongoing
> **Who:** Transition Coordinator, Transition Team Members, relevant others

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#4 Identify methods the family and receiving site will use to share information in the new setting.

Procedure: "Brainstorm" options using **Home/School Communication Form.**
Timeline: During the spring prior to child's transition
Who: Family, relevant receiving staff

Home/School Communication [illegible] decide ways that you and the [illegible] communication [illegible]

***BEST PRACTICE:* Planning the child's transition from preschool to the next educational setting is a systematic, individualized, timely, and collaborative effort.**

Activities:

#5 Inform next educational setting staff about child's anticipated enrollment.

Procedure: Preschool teacher, based on professional knowledge of child, contacts administrator of anticipated educational setting to share information and invites next teacher's participation in transition activities.
Timeline: One year prior to move
Who: Preschool Teacher, relevant receiving staff

#6 Identify Transition Coordinators.

Procedure: Preschool teacher will accept this initial responsibility as part of his/her job description. Receiving teacher may share more fully in the role as the actual transition time approaches.
Timeline: Individual basis determined by child's age and educational progress
Who: Preschool Teacher, relevant receiving staff

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#7 Identify next potential classroom placement.

Procedure: Preschool teacher contacts administrator of anticipated educational setting to share information and ascertain anticipated placement. Receiving staff members are invited to join Transition Team.
Timeline: Individual basis as determined by child's age and educational progress
Who: Preschool Teacher, relevant receiving staff

#8 Establish a transition planning team.

Procedure: Preschool teacher and both **administrators (from preschool and anticipated setting)** make **recommendations for Transition** Team members.
Timeline: One year prior to move into the next educational setting
Who: Preschool Teacher, Administrators of both preschool and anticipated setting

#9 Conduct Transition Team Meetings.

Procedures: **a)** Preschool teacher chairs and coordinates the meetings, determining agenda from issues/concerns which arise about the child's transition. **b)** A Transition team recorder will note and distribute minutes of all important issues discussed and actions to be taken (by whom/when)
Timeline: At required meetings in January, March, and the annual case review; additional meetings as needed
Who: Preschool Teacher

#10 Exchange information about the child and the educational programs.

Procedures: **a) Preschool Student Information Form** is completed and provided to receiving teacher; **b)** Description of preschool educational program is provided to receiving teacher
Timeline: At initial Transition Team meeting
Who: Preschool Teacher, Family, and appropriate specialists

Preschool Student Information Form: Team members [illegible] share information that will be used to plan [illegible] child [illegible] This form will be jointly completed by the team during the [illegible] transition team meeting (see page 15).

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#11 Develop Individual Transition Plan.

Procedure: Transition Team meets as needed to develop the **Individual Transition Plan** for the child
Timeline: Throughout the year preceding transition into next educational setting
Who: Family members, Preschool Teacher, Receiving personnel, relevant others

[illegible] coordinator, see page 10.

***BEST PRACTICE*: The early childhood special education program should provide opportunities for the child to practice developmentally appropriate skills that promote the child's successful participation in the next educational setting.**

***Activities*:**
#12 Complete the Survival Skills Checklist.

Procedure: Complete the **Survival Skills Checklist**
Timeline: One year prior to transition
Who: Receiving Teacher and other relevant staff

[illegible]

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#13 Identify teaching and management practices and routines of the receiving educational setting.

Procedure: Complete the **Classroom Observation Form** (playground, bus, lunchroom, special classes, library, restrooms, classrooms, computer lab, hallway, etc.)
Timeline: Fall before the child transitions
Who: Preschool Teacher and/or relevant sending staff including related services staff and family members

[illegible] physical and social [illegible] instructional strategies used by staff (see page 28)

#14 Provide child with opportunities to practice developmentally appropriate skills of the next educational setting, if appropriate.

Procedure: The Preschool Teacher and Family will complete the **Survival Skills Checklist and Classroom Observation Follow-Up Form** by combining information from the Classroom Observation Form and the Survival Skills Checklist. They will then provide opportunities for the child to practice these skills prior to transition
Timeline: Up to two years prior to transition
Who: Preschool Teacher and other classroom staff and related services staff

[illegible]

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BEST PRACTICE: **Preparations should take place to support the child's successful and appropriate participation within the next educational setting.**

Activities:

***#15* Assess the physical settings in which the child will participate.**

Procedure: Determine the accessibility of the settings in which the child will participate.
Timeline: February-March prior to transition
Who: **Sending Staff Member and Family Members**

[illegible] environment [illegible] important to know whether your child will be able to safely [illegible] successfully move through and use the different parts of [illegible] next educational setting. You and [illegible] current program will have the opportunity [illegible] settings. The information will be used [illegible] needs (see page 23).

***#16* Provide staff of receiving setting with necessary information about and resources for addressing the child's individual needs and strengths.**

Procedure: Transition Team identify their training and technical assistance needs on the **Educational Environment Planning Form**
Timeline: At least a year prior to transition and continue after placement, as needed
Who: **Transition Team and others with specific knowledge of the child**

[illegible] assistive technology, equipment [illegible] materials and [illegible] and the training they may need (see page 35).

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#17 Identify and recommend resources necessary for the child's education and participation in the next educational setting.

Procedure: Identify resources necessary and develop plan for obtaining those resources by completing the **Educational Environment Planning Form**, if appropriate
Timeline: At least a year prior to transition and continue after placement, as needed
Who: Case Conference Committee and relevant Transition Team members

Educational Environment Planning Form: See #16 above (see page 33).

#18 Prior to the child's entry into the next educational setting, the transition planning team determines strategies for promoting the child's successful participation.

Procedure: Complete **Instructional Modifications Form** and **Daily Schedule Activities** forms; incorporate with the Individualized Education Plan (IEP)
Timeline: During the year prior to transition to be finalized at the child's Annual Case Review
Who: Case Conference Committee and appropriate Transition Team members

Daily Schedule/Activities Form: Your child's next teacher will fill out the daily schedule of activities that take place in her [illegible] classroom. The transition team will use the schedule to plan who will [illegible] your child [illegible] to be addressed, and any needed [illegible] (see page 34).

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BEST PRACTICE: The staff of the next educational setting should provide the necessary services to promote and support the child's placement, participation, and education.

Activities:

#19 Monitor the child's participation in the next educational setting.

> **Procedure:** Establish specifics for completing the **Monitoring Plan Form** at the Annual Case Review prior to move to the next educational setting
> **Timeline:** On-going, as determined by the child's individual needs
> **Who:** Anticipated Teacher of Record, Preschool Teacher, and relevant staff

---

Monitoring Plan Form: The Monitoring Plan Form will be used by your child's next teacher to keep track of how your child is doing in the new setting and to decide whether any changes need to be made in the way your child's needs are being met (see page 35).

#20 Provide the child, family, and receiving staff with follow-up support from preschool staff.

> **Procedure:** Preschool Teacher makes follow-up contact with receiving site and makes consultation available as needed
> **Timeline:** Throughout first year following transition, as needed
> **Who:** Preschool Teacher and Receiving Site Personnel

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TRANSITION TEAM MEETINGS

The purpose of **transition team meetings** are to:

- help the new teacher(s) get to know your child.
- discuss your child's next school placement and what special services may be needed.
- discuss how often and where the services will be provided.
- plan for any changes or adaptations which may be needed in the curriculum, the classroom or the building to meet your child's needs.
- discuss how often and in what ways the new teacher/ therapists will communicate with you about your child's progress.

Typically, a minimum of three (3) **transition team meetings** are held:

- **January**: general sharing of information
- **March**: discussion of adaptations or changes and individual transition plan written
- **Annual Case Review:** individual transition plan incorporated into child's Individualized Education Program (IEP)

The **transition team** members are different for each child, based on his or her needs. Besides you, your child's present teacher, and the anticipated teacher for next year, other team members may include therapists, a special education teacher, the principal, and/or the art, physical education and music teacher. The **transition coordinator** (usually your child's preschool teacher, principal, or the preschool coordinator) will contact you to schedule the transition team meeting. At that time, the names of the school team members for your child will be available. If you would like additional persons (for example, private therapist, doctor, friend, advocate) to attend, please let the transition coordinator know.

FAMILY INFORMATION FORM

This form is designed to help you organize your thoughts before the Transition Team Meeting. Please bring the completed form with you to the meeting. Remember, you are a full member of the team; your thoughts, feelings and decisions are important!

Child's Name:____

Date of Meeting:____________ **Location:**__________________________

About my child.....

1. My child really likes/does well:

2. Things my child dislikes/frustrations:

3. My child may need special help with:

4. I have been working at home with my child on:

5. I have these concerns about my child:

Plans for next year.....

1. These are the special services I think my child might need:

2. These are the changes my child may need in the classroom, building or playground:

3. This is how I want to be informed about my child's progress:

   How often?

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KEY PEOPLE CHART

As your child moves from preschool to a new classroom, there may be several new people to get to know. Provided below are spaces for you to record names and phone numbers.

POSITION	NAME	PHONE
Special Education Director	Mike Horvath	330-7700
Preschool Coordinator	Pat Barber	330-7700
Principal		
Teacher		
Speech/Language Therapist		
Occupational Therapist		
Physical Therapist		
Extended Day Care Program	Wendy Perry	330-7700

Relevant Others (e.g., bus driver, art teacher, music teacher, etc.)

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Preschool Student Information Form

1. Student: ______________________________ Date of Birth: ________________

2. Parent(s): ____

3. Address: ____

____

4. Work Phone: ______________________ Home Phone: ______________________

5. Home School: ____

6. Anticipated Teacher: ____

7. Anticipated Exit Date: ______________________

8. Present Preschool Services:

____ Home-based ____ School-based ____ Community-based

____ Special Education ____ Speech/Language ____ Vision Therapy

____ Occupational Therapy ____ Physical Therapy

____ ______________________________(other)

____ ______________________________(other)

9. Comprehensive re-evaluation due by: ________________

10. Child's strengths:

Child's Name: ______________________________

11. Child's Needs:

12. Medical information and developmental history:

13. Child's learning style and behavior guidance information:

Child's Name: ______________________________

14. Anticipated service needs: Level: (monitoring, consulting, direct service)

___ Special Education ______________________________

___ Speech/Language ______________________________

___ Occupational Therapy ______________________________

___ Physical Therapy ______________________________

___ Adapted Physical Education ______________________________

___ ____________ (other) ______________________________

___ ____________ (other) ______________________________

15. Anticipated adaptations needed (include physical, personnel, instructional for all areas):

Signature: ______________________________ Date: ______________

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Individual Transition Plan

Student Name: ______________________ **School or Current Placement:** ______________________

Birth Date: ______________________ **Date:** ______________________

Parent(s): ______________________ **Phone Number: (W)** ____________ **(H)** ____________

Address: ______________________

____

Transition Team

Name:	Position:

Case Conference Coordinator (CCC) Transition Coordinator (TC) Transition Team (TT) Preschool Teacher (PST)
8/11/94

Time Frame	Step	Action	People Responsible	Dates/ Initials	Notes
Initial case conference	1. CCC &/or Administrator provides information to families.	Give brochure to family	CCC &/or Administrator		
	2. Child's anticipated transition date & home school are determined.	Determine anticipated transition date & school			
One to two years prior	3. CCC &/or Administrator designate a TC.	Notify TC of his/her role	CCC &/or Administrator		
One year prior	4. TC contacts family to assist in identifying information they need to participate in transition process and goals for their child's transition.	Contact family & provide Transition: A Family Guide	TC		
September - October prior	5. TC contacts sending & receiving administrators to provide relevant information about child.	Contact Administrators	TC		
	6a. Administrators & TC identify anticipated classroom placement.	Identify anticipated classroom	Administrators & TC		
	6b. TC & Administrators identify TT members.	Notify TT members	Administrators & TC		

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Time Frame	Step	Action	People Responsible	Dates/ Initials	Notes
January prior	7a. Required Meeting: The TC contacts the TT members to schedule the initial transition meeting. TT members collect and prepare information for meeting.	Schedule meeting	TC		
		Complete Family Information Form	Family		
		Collect IEP & other records	TT		
	7b. Teams share information about child & exchange program information. The TT develops the Transition Plan. Family and other TT members recommend other people needed for team.	Complete Preschool Student Information Form	TT		
		Determine number, frequency & purpose of Transition Meetings	TT		
		Consider other placement options at this time	TT		
January - February prior	8. The anticipated receiving teacher(s) complete the Survival Skills Checklist, observes child in current setting, & complete the Daily Schedule/Activities Form, columns 1 & 2 for all program areas.	Make observations	Receiving Staff		
		Complete Survival Skills Checklist & Daily Schedule/Activities Form, columns 1 & 2 for all program areas			
February - March prior	9. The sending staff & family observe in the anticipated receiving classroom(s) to complete Classroom Observation Form & Educational Environment Assessment Checklist.	Make observations	Sending Staff & Family		
		Complete Classroom Observation Form & Educational Environment Assessment Checklist			

Time Frame	Step	Action	People Responsible	Dates/ Initials	Notes
March - June prior	10. The sending staff & family use all sources of information to provide opportunities for child to practice skills for new setting.	Complete Classroom Observation Follow-Up Form Provide child with practice opportunities	Sending Staff & Family		
March prior	11. Required Meeting: All sources of information are used to recommend adaptations, resources, & equipment which might assist the child's successful transition.	Complete Educational Environment Planning Form, column one Complete Daily Schedule/ Activities Form, columns three - six Plan for child's anticipated classroom visit(s) in terms of who, when, how, etc.	TT		
March - April	12. The receiving staff use recommendations from TT to develop a long-range plan for making adaptations, acquiring equipment, &/or providing staff development & technical assistance.	Review & update Preschool Student Information Form & Educational Environment Planning Form, columns two - four	TC & Receiving Staff		
March - Ongoing	13. Staff development &/or technical assistance activities are provided to staff, students, & family.	Implement training with appropriate personnel & complete Educational Environment Planning Form, column five	TT TC		

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Time Frame	Step	Action	People Responsible	Dates/ Initials	Notes
Annual Case Review prior	14. Required Meeting: TT/Case Conference Committee develop strategies that will bring about the child's successful transition and participation. Monitoring and home-school communication plans are made. 15. TT will evaluate the transition planning process.	Review Daily Schedule/ Activities Form to develop strategies Complete Monitoring Plan Form, columns 1-4 Develop IEP Complete Home-School Communication Form Complete Evaluation Form, part a	TT TT		
April - June, after ACR	16. Child & family visit new setting.	Arrange & facilitate child & family's visit(s)	PST & Family		
August	17. Child enrolls & begins program.	Implement strategies to bring about successful transition & participation	Receiving Staff & Family		
August - June following	18. Teacher of Record & relevant staff observe child's participation.	Use Monitoring Plan Form, anecdotal column	Receiving Staff		
August - June following	19. TC &/or PST provides receiving staff with follow-up support.	Contact receiving staff & family	TC &/or PST		
November following	20. Receiving staff & family provide feedback about effectiveness of transition process.	Contact receiving staff & family	TC		

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Educational Environments Assessment Checklist

Educational Setting: ______________________________

Person Completing this Form: ______________________________ Date: ________________

Directions: **This form may be used to determine accessibility to the child's educational environments, facilities, and equipment. For each item, please check:**

Yes, if accessible to all individuals without adaptations;

Yes, with adaptations, if adaptations have been made to accommodate individuals with disabilities (please specify adaptations);

No, if inaccessible to some individuals with disabilities.

Environments/Facilities/Equipment	**Yes**	**Yes, With Adaptations (please specify)**	**No**
Transportation: Bus			
Equipment			
Loading Zone			
Building Entrances: Doors			
Stairs/Ramps			
Emergency Protection: Exits			
Horns/Lights/Signals			
Procedures			
Classroom(s): Entrance			
Space/Layout			
Furnishings			
Light/Sound/Temperature			

Educational Setting: ______________________________

Environments/Facilities/Equipment	Yes	Yes, With Adaptations (please specify)	No
Bathrooms: Entrances			
Stalls			
Toilets			
Sinks			
Faucets			
Paper Towels/Toilet Paper/Soap			
Other			
Common Areas: Library			
Music			
Gymnasium			
Cafeteria			
Halls			
Other			
Upper Floors:			
Playground Equipment:			
Drinking Fountain(s):			
Other:			

School Survival Skills Checklist

Language/Communication

	Important	Critical	Always	Sometimes	Never
1) Answers questions					
2) Asks for information					
3) Gets attention of peer/teacher appropriately					
4) Contributes to conversation with peers/teacher					
5) Participates in classroom discussions w/o monopolizing					
6) Explains own behavior					
7) Communicates personal choices					
8) Learns name(s) of peers, teacher(s) and others					
9) Responds to own name					
10) Responds to nonverbal cues, such as:					
11) Communicate feelings					
12) Other					

Social Interaction/Play

1) Initiates interactions					
2) Shares personal materials with peers					
3) Settles disputes with peers					
4) Actively negotiates own role in play situations					
5) Displays postitive attitude toward peers					
6) Other					

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School Survival Skills Checklist

Classroom Behavior

		Important	Critical	Always	Sometimes	Never
1)	Sits appropriate amount of time					
	a. circle time - approx. min.__________________					
	b. story time - approx. min.__________________					
	c. seatwork - approx. min.__________________					
2)	Able to remain in own "space" for activities					
3)	Moderates level of voice for different school situations					
4)	Shares community property					
5)	Respects materials - Classroom and other students					
6)	Follows rules without argument					
7)	Works without bothering peers					
8)	Demonstrates enthusiasm for school					
9)	Waits turn during large group activities					
10)	Follows directions for activities and transitions					
11)	Uses appropriate way to gain teacher attention					
	a.					
	b.					
	c.					
12)	Follows multi-step directions					
13)	Begins activity when directed					
14)	Finishes assigned task					
15)	Recognizes authority of other adults					
16)	Follows rules of the class (posted or expected):					
17)	Other					

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School Survival Skills Checklist

Functional Mobility/Self-care

		Important	Critical	Always	Sometimes	Never
1)	Walks to and from bus to classroom					
2)	Moves independently from classroom to other areas of school					
3)	Moves independently around room					
4)	Uses bathroom independently					
	- toileting					
	- washing hands					
5)	Puts on and removes coat independently (not necessarily able to do fasteners)					
6)	Keeps track of own possessions (coat and backpack in cubby)					
7)	Uses table manners (snack time)					
8)	Wipes nose without verbal cues					
9)	Other					

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University Elementary School

Classroom Observation Form

This form is for recording observations of future classroom settings. It will help you look at the routine, the physical and social organization of each activity, and the management and instruction strategies of each activity. Examples of activities include circle time, snack, and outdoor play. The front page lists some questions to help you plan your observations. It is helpful for you consider the questions before and after your actual observations. After completing the observation form, discuss the results with the classroom teacher and compare your observations to the Classroom Skills Survival Checklist he/she completed. This will help you identify the skills critical for participating in that teacher's classroom.

	Observation Questions
Physical Organization	> What is the physical set-up for the activity (e.g., learning center, table, desk, rug)? > How are materials distributed (e.g., arranged in a learning center, child distributes for others, child gets own)?
Social Organization	> How are children required/expected to communicate needs and preferences (e.g., raise hand, go to teacher)? > Are children allowed to talk freely with peers? > What kinds of movement are expected of children (e.g., stay in seat, move with permission, move freely about room, stay in line)? > Is there an established system of self-care (e.g., raising hand to get a drink, sign-out to leave for bathroom, pass key)? > Are children expected to take care of their own needs independently (e.g., zipping, buttoning, tying)?
Instructional/ Management Strategies	> What is the group size for the activity (e.g., individual, small group, large group)? > What is the teacher's role (e.g., provides direct instruction, provides guided instruction)? > What is the child's role (e.g., quiet listener, active response-giver, active question-asker)? > What type of directions are given most often (e.g., verbal, written)? > Are directions generally repeated spontaneously by the teacher? > How does the teacher determine if children understand directions (e.g., asks them to nod, calls on children to repeat directions)? > How are children expected to respond to directions (e.g., begin work, get out materials and wait for a cue)? > Are children allowed to help each other? > How long are children expected to work or participate during an activity? > What specific skills are required for this activity (e.g., asking questions, concentrated listening, recalling information, writing answers)? > What happens if a child behaves inappropriately during the activity (e.g., is reprimanded, is ignored, loses points)? > What happens if the child finishes an activity early (e.g., has free time, goes to quiet corner to read, moves to another activity)? > How does the activity end (e.g., teacher gives prompt, teacher tells them, an external cue, such as a bell, is used, child finishes work)?

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Classroom Observation Form

Classroom Teacher: ______________________ Classroom: ________ School: ______________________

Person completing this Form: ______________________ Date completed: ______________________

Time	Activity	Observation Notes

Classroom Observation Form

Time	Activity	Observation Notes

University Elementary School

Survival Skills Checklist and Classroom Observation Follow-Up Form

Teacher/Classroom: ______________________________

Observer: ____________________ Date: ____________________

Directions: This form provides a structure for the classroom teacher and the observer to discuss the results of the Survival Skills Checklist and the Classroom Observation Form. The classroom teacher and observer should identify critical skills for classroom participation based on the checklist, classroom observation, and discussion.

1. List the critical skills for participation in the kindergarten classroom from the Survival Skills Checklist.

2. Which of these skills could be addressed in the early childhood program prior to a child entering the anticipated classroom?

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3. Which of these skills could be addressed in the anticipated classroom after a child enters?

4. Based on the classroom observation and input from the classroom teacher, what are the significant management and instructional strategies of the classroom?

5. What additional skills are necessary for children to participate successfully in other environments and activities (e.g., field trips, cafeteria, playground)?

University Elementary School

Educational Environment Planning Form

Student: ______________________ Transition Date: __________ Date: __________

Educational Environment: ______________________ Teacher: ______________________

Directions: **Identify specific preparations that may be necessary for the child's successful participation. Consider the assistive technology, equipment, adapted materials, and environmental adaptations needed by the student, as well as essential personnel and their inservice training and technical assistance needs. Also consider the information and training needed for peers.**

Specific Needs	Plan of Action	Person Responsible	Target Date	Start Date/ End Date/ Initials	Notes

1/11/94

Page 1 of 1

University Elementary School

Daily Schedule/Activities Form

Student: ____________________ Classroom/Teacher: ______________________ School Year: __________ Date: __________

Directions: Consider the child's daily schedule and the activities in which he or she will participate. This should include activities such as bus rides, recess, bathroom breaks, lunch, music, and art.

Activity	Location	Person Responsible	Student's Skills to be Addressed	Needed Adaptations	Notes

8/11/94

University Elementary School

Monitoring Plan Form

Student: ____________ Teacher of Record: ____________ School Year: ____________ Date: ____________

Areas to be Monitored (e.g., social interactions, progress on IEP goals)	**Person Responsible**	**How** (e.g., observation, data collection)	**Frequency** (e.g., observation, data collection)	**Anecdotal Observations** (date and initial each)

8/11/94

University Elementary School

Home-School Communication Form

Student: ______________________ School Year: __________ Date: __________

Parent(s): ______________________

Staff Members: ______________________

Directions: Below are possible strategies for communication between family members and staff. During the final transition planning, this list might be helpful in determining ways to share information after the child has entered the new educational setting. After making a decision, complete the bottom portion of this form. Possible strategies include:

- ✓ Log book
- ✓ Informal phone contact
- ✓ Notes
- ✓ Evening phone calls
- ✓ Newsletters
- ✓ School visits
- ✓ Home visits
- ✓ Parent Inventory
- ✓ School conferences
- ✓ Other

Decision: ______________________

Who: ______________________

How often: ______________________

Decision: ______________________

Who: ______________________

How often: ______________________

Decision: ______________________

Who: ______________________

How often: ______________________

Decision: ______________________

Who: ______________________

How often: ______________________

Transition Goals

(from early childhood into kindergarten)

for

Mark Emery School, N. Anson

Garret Schenck School, Anson

Embden Elementary School

Central Elementary School, N. New Portland

Solon Elementary School

TRANSITION GOALS

1. Parent/Family Involvement

    a. Encourage every parent (of four year olds) to visit kindergarten through an open house, parent meetings before or after school, and/or during the school day.

    b. Educate parents in the process of information release.
    Head start will do this at the time of enrollment and the time of release (memo to parents).

    c. Educate parents about the differences in service provision in early childhood programs and public Kindergarten.
    Public school staff and Head Start staff will explain these differences at a Head Start parent meeting. The District Special Education Handbook will be available at this meeting.

    d. Public school staff will explain the kindergarten screening process at a March or April Head Start parent meeting prior to kindergarten screening. The Head Start Family Service Specialist will coordinate this meeting.

    e. An open house will be held in March or April to explain the kindergarten registration and screening process, kindergarten program, and school philosophy for all parents. The school principal and kindergarten teacher will be present and available to answer any questions.

    f. A note will be sent home with all students within the District (once in September and again in January) explaining the availability of handbooks for the parents of four year olds.

2. Communication

a. Use "parent friendly" language when communicating with parents/family members.

b. Information about all children (including children with special needs and children "at risk" attending Head start) will be given to the Director of Special Education the end of December and the end of May before the child enters into kindergarten. He will then disseminate this information to the designated teachers and specialists.

c. The Special Education Director will coordinate and/or conduct individual planning sessions (MAPS) for four year olds with significant disabilities (prior to the beginning of kindergarten).

d. Kindergarten staff will be invited to Early Childhood Team (ECT) meetings for four year olds. Exit ECT and kindergarten Pupil Evaluation Team (PET) meeting will be combined when possible.

e. Head start (and other early childhood staff) will be invited to Kindergarten Pupil Evaluation Team (PET) meetings.

f. Establish and provide ongoing communication between families and professionals.

g. A PTA announcement will be made regarding the availability of handbooks for the parents of four year olds (once in the Fall and again in the Spring).

h. The District newsletter will remind parents about the availability of parent handbooks a minimum of 2x per school year (the Special Ed. Director will give the information to the secretary of the Superintendent).

i. Each school newsletter will remind parents about the availability of parent handbooks a minimum of 2x per school year (each school principal will give the information to the school secretary).

j. Posters about the availability of handbooks for the parents of four year olds will be posted in the Post Office, local stores, and with community medical providers in the Fall and Spring. This will be a Head Start parent project. The Head Start Family Service Specialist will coordinate the project and disseminate the posters.

3. Training Goals

a. The Special Education Director will coordinate and/or provide inservice training as needed before a child with special needs enters kindergarten.

b. Any necessary classroom modifications and accommodations will be initiated prior to a child with disabilities entering kindergarten (responsibility of the Special Education Director, Kindergarten teacher, and Special Education teacher).

c. Provide opportunities for staff development (Head Start and public school staff together). The Head Start Family Service Specialist and school principals will share training event information and/or other information of interest.

d. Invite public school to Head Start (on site) activities.
Invite Head Start to public school (on site) activities.
Other early childhood providers will also be invited to participate in public school activities (assemblies, plays, etc.).

e. The Head Start teacher will visit the Kindergarten classroom in the Fall.

f. In the spring, the Head Start teacher and the Kindergarten teacher will observe each others classroom and meet to discuss their observations.

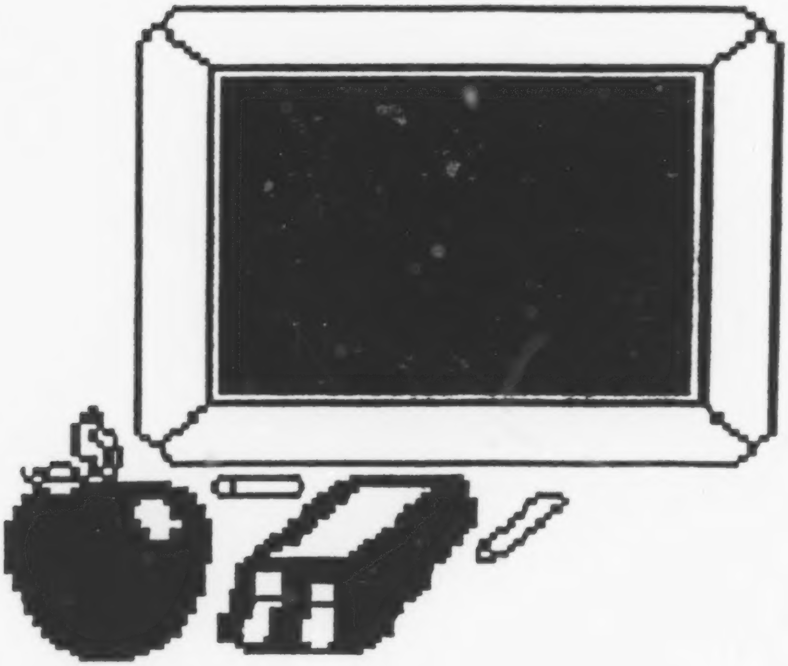
f. Provide community awareness and education about kindergarten (through open house activities, bulletin boards, newsletters, newspaper articles).

TIMELINE FOR THE TRANSITION PROCESS FROM EARLY CHILDHOOD INTO KINDERGARTEN FOR THE SCHOOLS IN SAD #74

October

February

September	November	December	January	March / April	May
note about the parent handbooks sent home with all students in SAD #74	Head Start teacher will visit K. classroom	Information about children from Head Start will be sent to the Special Ed. Director he will give info. to principals & K. teachers	note about the parent handbooks sent home with all students in SAD #74	Head Start parent meeting about the K. Screening process Open House for all parents to explain the K. screening process, K. program & school philosophy Head Start teachers & K. teachers will observe each others classrooms	information about children from Head Start will be sent to the Director of Special Ed. he will give info. to principals and K. teachers Exit ECT and K. PET for children with special needs



Welcome to Kindergarten

SAD 74

Family Handbook

for children attending

Mark Emery School, North Anson

Garret Schenck School, Anson

Embden Elemetary School

Central Elemetary School, N. New Portland

Solon Elementary School

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TRANSITION = CHANGE

We believe that every family and child should have a positive and successful school experience. Families, educators, and community resources should join together as equal partners to achieve a smooth transition from early childhood into public schools.

It's hard to believe that it's time to start planning for kindergarten, but it is!

This booklet was written to:

- Explain the transition process developed for the elementary schools in SAD 74.
- Encourage you to be involved in the planning process to help provide a smooth transition for you and your child.

You are the link between your child and elementary school. You are the person who knows your child best and who will always be there, from year to year and grade to grade. We hope that you will find this booklet helpful to bring along as you observe kindergarten and are involved in the transition process throughout the next year.

Kindergarten Screening Information

Sending your child off to kindergarten can be a frightening experience for both you and your child. The following questions and answers are meant to help relieve your concerns and help you to understand the kindergarten screening process.

Is my child ready for kindergarten?

Your child is ready for kindergarten when s/he is five years old on or before October 15th of the year s/he is to start kindergarten.

What is the purpose of kindergarten screening?

The teachers will use the information gathered from the screening, as well as information shared by parents, to help plan the daily activities that will fit your child's development in the best way. During the screening you can set up a time to meet with the teacher learn more about the kindergarten program.

What do I need to bring to the kindergarten screening?

You need to bring your child, his/her birth certificate, his/her immunization (shot) records, and the Child Information Sheet that is provided at the end of this handbook.

Who will I meet at the screening?

You will meet with the school nurse and secretary to fill out health and registration forms. The nurse will review the immunization records and discuss any health issues that the school needs to know. Someone from the guidance office will be available to talk with you about child development and any concerns or questions you may have.

Your child will meet with the classroom teacher, the physical education teacher, the nurse, the speech and language teacher, resource room teacher, and bus driver.

What should I tell my child about kindergarten screening?

Your child will do some fun activities, pencil and paper work, and talk with different people while you're filling out the paperwork. Reassure your child that there are no right or wrong answers and encourage him/her to do his/her best.

What information will I get after the kindergarten screening?

The staff members that you met during the screening process will develop a list of your child's specific strengths and areas that s/he needs to work on. A copy of this information will be mailed to you. You may contact the classroom teacher to set up a time to meet and go over the information.

What can I do to prepare my child for kindergarten?

Reading with and talking with your child is important. Involve him/her in daily activities and conversations and answer his/her questions. Talking with your child about his/her thoughts and feelings about going to school will help to improve his/her vocabulary and feelings of self-worth.

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Kindergarten Observation

All parents are strongly encouraged to visit his/her child's future kindergarten class at least once before the child enters into kindergarten. This can be arranged by calling the kindergarten teacher at school and arranging a time that is convenient for you both.

Please remember to note the time of year in which you observe. In the Fall, all of the children are busy adjusting to their new teacher, classroom, friends, and school. Throughout the year students grow and change. In the Spring, the children are beginning to get ready for the first grade. Due to the changes and growth of the students throughout the year, the skills and behaviors seen in the Fall will be different from those seen in the Spring.

Some things you may want to observe:

NOISE LEVEL OF THE CLASSROOM

ROOM ARRANGEMENT

MATERIALS USED

CLASS SCHEDULE - QUIET TIMES/BUSY TIMES

CLASS RULES

INDIVIDUAL AND/OR GROUP ACTIVITIES

CHILDREN'S CONVERSATIONS

SNACK TIME

RECESS

How Parents Can Help Children Learn

- Help your child pick out a book from the public library. Find out from the librarian if there are special programs for your child.
- Look at books with your child. Ask him/her simple questions relating to the story.
- Help your child learn to make an emergency phone call.
- Help your child learn to cross the street safely (whether walking or biking).
- Help your child learn his/her address, phone number, and birthday.
- Show your child the location of your home on a map.
- Help your child practice zipping, buttoning, and tying.
- Help your child start a collection of rocks, stamps, pressed leaves, etc.
- Subscribe to a children's magazine for your child or let him/her look at magazines or newspapers you already have.
- Help your child cook something.
- Have your child help with household chores and pick up when finished with toys and projects.
- Help your select T.V. shows to watch. Watch shows together and discuss/evaluate the show.
- Give your child his/her own calendar.

Resource People

If you have any questions or concerns regarding the information provided in this handbook please feel free to contact one of the following people:

SAD 74 Central Office	635-2687
Gary Jordan, Special Education Director	635-2727
Anne Murphy, Head Start Education Coordinator	1-800-542-8227

Mission Statement

The school community of MSAD #74 will work together to raise the aspirations of all students by providing them with lifelong learning skills that they may become self-sufficient contributing members of society.

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CHILD INFORMATION SHEET

Child's Name________________________ Nickname?_________________

These are my child's strengths:

- Things I really like about my child

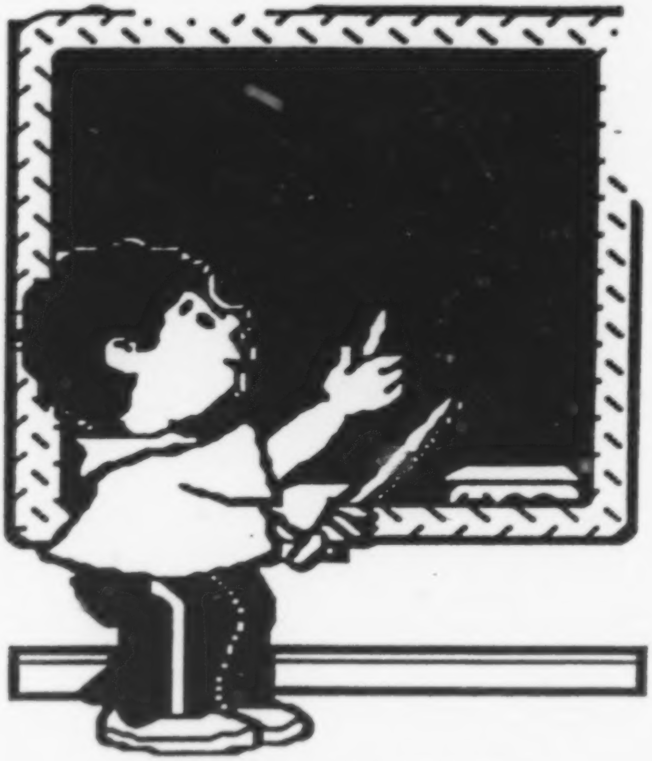
- Things my child really likes

- Things he/she does well

These are some areas my child may need help with:

Some actvities we do together at home are:

Coloring Page



Kindergarten is Fun!

Draw something you think is fun

S.A.U. #35

Lakeway Elementary School TEEM

Transition into the Elementary Education Mainstream

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S.A.U. #35
Lakeway Elementary School TEEM
Transition into the Elementary Education Mainstream

PHILOSOPHY STATEMENT

All children have the right to be educated in the public school. We the Littleton Union School District believe that all children need to feel that they belong and are accepted. We also believe that there should be a transition for all learners that is a planned, positive experience for students, families, and school personnel. This process will represent a collaborative effort of parents, teachers, caregivers, principals and administrators, specialists, inclusionary assistants and other persons involved with the child and family. The transition process will be the vehicle for the curriculum and the environment to be adapted to enable each child to achieve his or her fullest potential emotionally, physically, socially, and academically on a continuum throughout their educational career.

TEEM Workshop, June 7, 1993

S.A.U. #35
Lakeway Elementary School TEEM
Transition into the Elementary Education Mainstreem

Goals for Early Education Transition

Process:

- It is our goal that a procedure be in place to insure successful transition of students into Early Education at the Lakeway Elementary School.
- It is our goal that all children with special needs will be identified and included in transition 2 years prior to kindergarten.
- It is our goal that procedural timelines and schedules are flexible and monitored by the transition team.
- In implementing the process, every effort will be made to develop a manageable record keeping system as well as to recognize the demands of time.

Communication:

- It is our goal to access and disseminate information regarding children with special needs in order to effectively plan for transitions. A network of contacts, resources and support in the community will be established and identified in order to provide appropriate services.
- It is our goal to provide a systematic process to insure effective, ongoing communications so that timely, informed decisions are made.
- It is our goal to build community awareness and support for children's rights to be included in public education.

Parent involvement:

- It is our goal that parents/guardians of children with special needs will be active participants in the transition process.

- It is our goal to honor the scope of information and continuity that only a parent/guardian can provide.

- It is our goal to recognize parents as the most informed advocates for their child and as equal members in the transition procedure.

- It is our goal to share appropriate information and resources with parents to effectively gain their participation in the transition procedure.

Facility:

- It is our goal to provide a developmentally and individually appropriate environment to meet the needs of each child.

S.A.U. #35
Lakeway Elementary School
Transition into the Elementary Education Mainstream

Parent Information

Date: ____________________

Parent Name: ____________________ Telephone: ______________

Child's Name: ____________________ DOB: ____________________

Address: ____ Sex: ____

Dear Parents:

The Lakeway Elementary School transition into the Elementary Education Mainstream (TEEM) believes:

- It is our goal that parents/guardians of children with special needs will be active participants in the transition process.
- It is our goal to honor the scope of information and continuity that only a parent/guardian can provide.
- It is our goal to recognize parents as the most informed advocate for their child and equal members in the transition procedure.
- It is our goal to share appropriate information and resources with parents to effectively gain participation in the transition procedure.

Thank you for taking the time to complete this information form. If you need assistance in completing this form, please contact the Lakeway Elementary School Principal.

Sincerely,

TEEM Members

These are my child's strengths ...

Things I really like about my child:

Things my child really likes:

Things he/she does well:

These are other people who work with my child:

These are some areas my child may need special help with:

Some things I have been working on at home with him/her are:

The best times for me to meet are:

Plans for next year ...

What special services do I think my child will need?

What special equipment and physical accommodations do I think my child will need?

How do I want to keep informed about my child's progress? How often?

Additional information that would be helpful when working with my child:

S.A.U. #35
Lakeway Elementary School TEEM
Critical Activities and Timelines for Transition Planning

Timelines*									Critical Activities for Transition Planning	Who	Date Completed	Comments
Two Years Prior to Transition			One Year Prior to Transition			Enrolled in Kindergarten						
Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring				
—	—	—	—						Families receive information about the school's transition policies and procedures.			
—	—	—	—	—	—				The family's goals for their child's transition, the types of information and support needed, and their desired level of participation are determined as part of the transition process.			
—	—	—	—	—	—				Families receive assistance in obtaining the desired information, support, and opportunities for participation in planning their child's transition.			
—	—	—	—						Lakeway elementary school staff are informed well in advance about children with special needs who will be entering school.			
—	—	—	—						Early childhood, special education, and elementary school staff who collaborate with the child's family to initiate and coordinate the transition planning process is identified.			
—	—	—	—	—	—				The child's potential elementary education placement is identified early in the transition process.			
—	—	—	—						A transition planning team is established for each child to include all those individuals working with the child.			

* It is the intent to follow the Federal and State Guidelines for providing Special Education Services.

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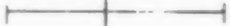
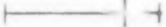
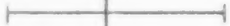
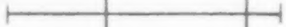
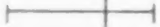
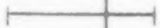
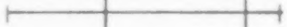
S.A.U. #35

Lakeway Elementary School TEEM

Critical Activities and Timelines for Transition Planning

(Continued)

Timelines			Critical Activities for Transition Planning	Who	Date Completed	Comments
Two Years Prior to Transition Fall Winter Spring	One Year Prior to Transition Fall Winter Spring	Enrolled in Kindergarten Fall Winter Spring				
			Information about the child and the education programs important to the transition process identified and exchanged among transition team members.			
			A school environment assessment is completed and facility and budgetary needs are identified.			
			The child's individual transition plan is developed well in advance of entry into Lakeway Elementary School.			
			The school obtains the necessary resources including personnel, instructional materials, and adaptive equipment and completes building improvements.			
			Skills for enhancing the child's successful participation in the kindergarten classroom and elementary school is identified early in the transition process.			
			Teaching and management practices and routines used in the kindergarten classroom and elementary school are identified.			
			Prior to the child's entry into the elementary school, public school staff obtain necessary training and technical assistance.			

(2 of 3)

S.A.U. #35

Lakeway Elementary School TEEM

Critical Activities and Timelines for Transition Planning

(Continued)

Timelines			Critical Activities for Transition Planning	Who	Date Completed	Comments
Two Years Prior to Transition Fall Winter Spring	One Year Prior to Transition Fall Winter Spring	Enrolled in Kindergarten Fall Winter Spring				
	├────────┤		If appropriate, the child is provided with opportunities to learn developmentally appropriate skills, and school routines and teaching practices are integrated into the child's preschool program.			
	├────────┤		Prior to the child's entry into the elementary school, the transition planning team determines strategies for promoting the child's successful participation in each kindergarten and school activity.			
	├───┤		The family and Lakeway Elementary staff identify the methods they will use to share information once the child is enrolled.			
		├────────┤	Lakeway Elementary School staff monitor the child's participation in the classroom and other elementary school settings.			
		├────────┤	Early childhood special education staff provide the child, family, and elementary school staff with follow-up support.			

(3 of 3)

S.A.U. #35

Lakeway Elementary School TEEM
Transition into the Elementary Education Mainstream

Planning Form

Student Name: ____________________ Sending Program: _______________

Date of Meeting: __________________ Receiving School: _______________

Person Coordinating Transition: ______________________________________

Planning Team Members

NAME	TITLE (Core Members)
______________________________	Parent(s)
______________________________	
______________________________	Teacher(s)
______________________________	
______________________________	Special Educator(s)
______________________________	
______________________________	Lakeway Elementary Administrator
______________________________	(Other members as needed)
______________________________	
______________________________	
______________________________	
______________________________	

(1 of 4)

1. Recommendations for Fall 19___ classroom	Considerations: Date to know by:
2. Parent completes and shares worksheet with transition team	
3. Familiarize team with student's strengths and needs (i.e., medical history, PT/OT, vision, hearing, COC evaluations)	Reports to gather:

4. Preschool completes and shares survival skills checklist	Considerations:
5. Develop specific transition activities (e.g., receiving teacher to observe child in current setting)	
6. Training needs for staff	

Planning Form (continued)

7. Identify related services	Recommendations for services:
8. Identify resources currently provided to students and existing available resources	
9. Identify Case Manager to receive records	
10. First transition follow-up meeting	When?

(4 of 4)

SCHOOL ADMINISTRATIVE UNIT #35
30 MAPLE STREET
LITTLETON, NEW HAMPSHIRE 03561

☐ BETHLEHEM
☐ LAFAYETTE
☐ LANDAFF

☐ LISBON
☐ LITTLETON
☐ PROFILE

PERMISSION FOR SCHOOLS TO RELEASE INFORMATION

I HEREBY GIVE MY PERMISSION FOR ______________________ TO RELEASE THE EDUCATION RECORDS OF MY CHILD, ______________________. TO THE FOLLOWING AGENCY/AGENCIES OR SCHOOL PERSONNEL.

NAME	**AGENCY**	**ADDRESS**
______________________	______________________	______________________
______________________	______________________	______________________
______________________	______________________	______________________

THIS DISCLOSURE IS MADE FOR THE PURPOSE OF:

HE FOLLOWING RECORDS WILL BE RELEASED:

understand that this information will be used solely for the purpose of educational placement r programming. If and when the receiving agency no longer requires this information it shall e destroyed or returned to the school district.

______________________________ ______________________
Signature of Parent/Adult Student/Guardian/Surrogate Parent Date

An educational agency or institution shall obtain written consent of the parent(s) or eligible student before disclosing personally identifiable information from a student's education records other than directory information. ED1123.13(a)

*** * A COPY OF THIS FORM IS AS VALID AS THE ORIGINAL * ***

SCHOOL ADMINISTRATIVE UNIT #35
30 MAPLE STREET
LITTLETON, NEW HAMPSHIRE 03561

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☐ PROFILE

PERMISSION FOR AGENCIES TO RELEASE INFORMATION TO THE SCHOOL DISTRICT

TO: ______________________________
____
____
____

RE: ______________________________
Student's Name
____
Date of Birth

I HEREBY GIVE MY PERMISSION FOR THE RELEASE OF PERTINENT EDUCATIONAL, PSYCHOLOGICAL, AND/OR MEDICAL INFORMATION ABOUT MY CHILD TO THE EVALUATION AND PLACEMENT TEAM AT ____________________________ FOR THE PURPOSE OF DETERMINING A NEED FOR SPECIAL EDUCATION SERVICES.

I FURTHER UNDERSTAND THAT UNDER THE PROVISIONS OF PUBLIC LAW 94-142, THE SCHOOL DISTRICT WILL NOT RELEASE ANY PERSONALLY IDENTIFIABLE INFORMATION ABOUT MY CHILD WITHOUT MY WRITTEN PERMISSION SPECIFYING THE RECORDS TO BE RELEASED, REASONS FOR SUCH RELEASE, AND TO WHOM THE RECORDS WOULD BE RELEASED.

____
Signature of Parent/Adult Student/Guardian/Surrogate Parent

____
Date

THIS PERMISSION EXPIRES ON: ______________________________
Date

PLEASE RETURN THIS FORM TO: ______________________________
____
____
____

*** * A COPY OF THIS FORM IS AS VALID AS THE ORIGINAL * ***

TEEM Outreach Program
Team Members

S.A.U. #35
30 Maple Street
Littleton, N.H. 03561

Martha-Jane Aldrich	Kindergarten Teacher Lakeway Elementary School Ph: 444-2831
JoAnne Calvarese	Child Care Instructor Hugh J. Gallen Regional Voc. Center Littleton High School Ph: 444-5186
Kate Newel-Coupe	Child Care & Co., Director Instructor, Early Childhood Education Plymouth State College Ph: 536-2633
Kevin Eckerman	Special Education Director School Administrative Unit #35 Ph: 444-3925
Julie Ellsworth	Head Start Teacher Littleton Head Start Ph: 444-6022
Carol-Anne Finnegan	Principal Lakeway Elementary School Ph: 444-2831
Priscilla Matthew	Consultant, Special Education Lakeway Elementary School Ph: 444-2831
Janis Perham	Kindergarten Teacher Lakeway Elementary School Ph: 444-2831
Nancy Reitsma	Administrative Assistant (technical/clerical assistance) Ph: 444-3001
Miriam Russell	Coordinator, Special Needs Littleton Head Start Ph: 444-6022

TEEM Outreach Program
Team Members

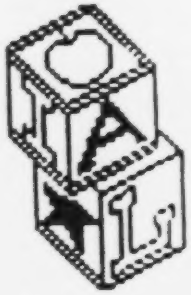
Mary Saikin	Parent Ph: 444-3449
Carolyn Smiles	Progress Room Coordinator Stowe, Vermont Ph: 802-253-2522
Jeanette Streeter	Chapter One Coordinator School Administrative Unit #35 Ph: 444-3925
Celia Teare	Coordinator of Special Services Lakeway Elementary School Ph: 444-2831
Charles Thibodeau	Assistant Superintendent School Administrative Unit #35 Ph: 444-3001

THE ABC'S

OF

TRANSITION

A Parent's Guide



Paterson Public Schools
Paterson, New Jersey

EL ABC

DE LA

TRANSICION

UNA GUIA PARA PADRES

ESCUELAS PUBLICAS DE PATERSON
PATERSON, NEW JERSEY

202

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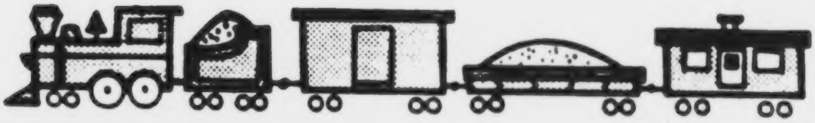

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Paterson Public Schools

Preschool Transition Philosophy for Preschoolers with Disabilities

We believe that each child is an individual who is entitled to an appropriate education that enables him/her to become an active participant in family and community life.

In order to achieve the successful transition of children and their families into new environments, it is necessary to involve families and the school community in a collaborative process which respects cultural diversity and focuses on the individual strengths and needs of the child and the family. This process will be systematic and timely, and will result in the selection of a setting that nurtures emotional, academic, social and physical growth.

The Paterson School District is committed to ensuring a productive transition program that begins in preschool and continues into the elementary setting.

ESCUELAS PUBLICAS DE PATERSON

TRANSICION FILOSOFICA PARA LOS PRE-ESCOLARES INCAPACITADOS

Nosotros creemos que cada estudiante es un individuo que tiene derecho a una educacion apropriada que le permita convertirse en un participante activo en la familia y la comunidad.

Para lograr alcanzar una transicion exitosa de los estudiantes y sus familiares a otros ambientes diferentes, es necesario envolver a las familias y las escuelas en un proceso colaborativo con respecto a la diversidad cultural y enfocarse en el vigor individual y necesidades del estudiante y sus familiares. Este proceso sera puntual y sistematico y resultara en la seleccion de una estadia que educara emocional, social y academicamente al estudiante como tambien su crecimiento fisico.

El Distrito Escolar de Paterson esta comprometido a asegurar un programa de transicion productivo que empieza en el programa pre-escolar y continua en el programa elemental.

Paterson Public Schools

Preschool to Elementary School
Transition Goals

The staff will provide opportunities for the child to develop skills for a successful transition into the elementary setting.

Family members will be actively involved and respected as equal members of the transition team.

Preschool and elementary staff will work collaboratively to promote the successful transition of the child.

The school community will be provided opportunities to develop skills and make accommodations to support the child and family through the transition process.

The transition process will be systematic, timely and monitored to provide for individual needs.

December 1993

Escuelas Publicas de Paterson

Pre-Escolar a Elementar

Meta Transicional

1. El cuerpo ejecutivo proveera oportunidades para que los niños desarollen el conocimiento para una transicion con buen exito para el comienzo de la escuela elemental.

2. Miembros de la familia estaran envueltos y seran respetados igual que a los miembros del personal.

3. El personal o Pre-escolar y Elemental trabajaran colaborativamente para promover la transicion del niño efectuosamente.

4. La comunidad escolar proveera oportunidades para desarollar el conocimiento y apollar al niño y la familia a travez del proceso transicional.

5. El proceso transicional sera sistematicamente a tiempo y observando para proveer las necedidades del niño.

Diciembre 1993

I am the mother, of 2 special needs boys who have both transitioned from Paterson pre-school to elementary settings. I hope you can learn from my mistakes as well as my successes.

When my older son was ready to exit pre-school I asked too few questions. I offered little suggestions. Although, his transition was smooth and uneventful, I regret my lack of involvement.

Since both boys were now in school, I became more involved in my younger son's program. I I visited often. I asked questions. I learned the names of teachers, aides, and other professionals. What suddenly occurred to me was that the more I offered to the professional staff (regarding my son), the more complete their picture of him. I realized that my concerns about his educational and social growth were important. I realized that along with his teachers, aides, principal, psychologist, case manager, social worker, speech teacher and occupational therapist, that I, his mother, could and SHOULD be a vital part of his transition team.

Matthew was fortunate to have a preschool teacher who enabled him to acquire the skills necessary for a successful transition. He spent time in a kindergarten classroom led by a teacher who boosted his self-esteem and encouraged his social growth. I am forever in debt to these 2, dedicated Paterson teachers. Matthew continues to draw from these experiences.

My advice is not about your child, or his education program, or his Child Study Team. My advice is to you. Parent to parent. Get involved. Learn people's names. Don't be afraid to ask if you don't know. Call another parent. Call me. Read your transition handbook. Become familiar with "transition talk." Attend all meetings concerning your child. If you can't, find someone who can or reschedule the meeting. Make suggestions. Offer any information you think might be helpful to anyone working with your child. Make sure they know what you know. Find out what they know. Work together, I find most professionals very open to parental involvement. Your child will benefit most from your active involvement and input.

Most important, have confidence in yourself. You have alot to offer in your role as a member of your child's transition team. Speak out. Don't be intimidated. Know your rights.

You are your child's eyes and ears through all this. You really do matter. You have to. Good luck.

Sincerely,

Marie

BEST COPY AVAILABL

Soy madre de 2 ninos con necesidades especiales quienes han sido transferidos de ambientes pre-escolares a ambientes escolares elementales. Espero que usted pueda aprender de mis errores al igual que de mis exitos.

Cuando mi hijo mayor estuvo listo para salir del programa preescolar, yo hice muy pocas preguntas. Yo ofreci pequenas sugerencias. Hoy me arrepiento de mi carencia de compromiso.

Como los 2 ninos estaban en la escuela, me comprometi mas en el programa de mi hijo menor. Visitaba mas a menudo. Hacia preguntas. Aprendi los nombres de los maestros, ayudantes y otros profesionales. Lo que me sucecio sin darme cuenta fue que mientras mas yo ofrecia al grupo de profesionales con respecto a mi hijo, mas completa era la imagen que ellos tenian del nino. Me percate que mis preocupaciones respecto a su crecimiento educacional y social eran importantes. Me di cuenta que a la par con sus maestros, ayudantes, director, sicologo, trabajador social, maestro de lenguaje y terapista ocupacional, YO, su Madre, podria y deberia ser una parte vital de su equipo de transicion.

Matthew fue afortunado de tener un maestro pre-escolar que le permitio adquirir las destrezas necesarias para una transicion exitosa. El estuvo en una clase de Jardin de Infantes dirigido por un maestro que estimulo su amor propio y fomento su crecimiento social. Yo estoy eternamente en deuda con estos dos abnegados maestros de Paterson. Matthew continua sacando ventaja de estas experiencias.

Mi consejo no es acerca de su nino, o su programa educacional, o su equipo de estudio. Mi consejo es para usted. De Padre a Padre. Comprometase, participe!. Aprendase los nombres de las personas. No tenga miedo de preguntar si usted no sabe. Llame a otro padre. Llameme. Lea su manual de transicion. Familiaricese con el "lenguaje de transicion". Asista a todas las reuniones con respecto a su nino. Si usted no puede, encuentre a alguien que pueda hacerlo o postergue la reunion. Haga sugerencias. Ofrezca cualquier informacion que usted crea puede ser de ayuda a quien este trabajando con su nino. Asegurese que ellos sepan lo que usted sabe. Trabaje junto con ellos. Yo encuentro a la mayoria de profesionales con gran apertura a la participacion de los padres. Su nino se beneficiara mucho mas de su participacion activa y de su contribucion.

Lo mas importante, tenga confianza en usted mismo. Usted tiene mucho que ofrecer en su rol como miembro del equipo de transicion de su hijo. Deje oir su voz. No se intimide. Conozca sus derechos

Usted es los ojos y oidos de su nino a traves de todo esto. Usted es verdaderamente importante. Usted debe serlo. Buena suerte!.

Sinceramente,

Marie.

Transition to Elementary Setting

It's hard to believe that it is time to start planning for elementary school, but it is! There will be changes as your child leaves the preschool handicapped program and enters elementary school. Any transition can be a time of both excited anticipation and of concern for both you and your child.

This booklet was written to:

* Inform you about the transition procedures developed by our school district.

* Encourage you to be involved in the planning process to ensure a smooth transition for your child.

Transition is a commitment between the parent and the school district. The success of your child's transition strongly depends upon your active participation in this process.

You are the link between preschool and elementary school. You are the person who knows your child best and who will always be there, from year to year and grade to grade.

We hope that your will find this booklet helpful to bring along as you attend meetings and are involved in the transition process throughout the next year.

TRANSICION A UN PROGRAMA ELEMENTAL

Es dificil creer que esta es la hora de empezar a planear para la escuela elemental, Pero es asi!!. Van a haber cambios despues de que su hijo o hija dejen el program de pres-escolares incapacitados y entren a la escuela elemental. Cualquier transicion puede presentar exitacion anticipada que afecta tanto a Usted como a su hijo/hija.

Este libreto fue escrito para:

- Para informarle del procedimiento de transicion de nuestro distrito escolar.
- Animarle para que usted se envuelva en el proceso de planear y asegurar una transicion para sus hijos.

El proceso de transicion es una obligacion entre los padres y el distrito escolar. El exito de la transicion de sus hijos depende fuertemente de su cooperacion en este proceso.

Usted es la coneccion entre la escuela pre-escolar y la escuela elemental. Usted es la persona que conoce mejor sus hijos que siempre estara con ellos, año tras año, grado tras grado.

Esperamos que usted encuentre este libreto de mucha ayuda y que le pueda traer cuando venga a las reuniones como tambien en el desarrollo de la transicion para el proximo año.

The Transition Team Meeting

The "transition team" members are different for each child, based on his or her needs. Besides you as the child's parent, the preschool handicapped program teachers, and the elementary school teacher, other team members may include a speech/language pathologist, occupational or physical therapist, a special educator, the principal, or the art, physical education or music teachers. When scheduling the meeting with the preschool teacher, you will be told the names of the teachers on the team for your child. Write the names in the spaces provided on the following form. If you would like someone additional to attend, please let us know.

The purpose of the transition team meeting(s) are:

- *To help the new teachers get to know your child*
- *To discuss your child's school placement and what special services may be needed*
- *To discuss how often and where the services will be offered*
- *To plan for any adaptations which may be needed in the curriculum, the classroom or the building to meet your childs' special needs*
- *To discuss how often and in what ways the new teachers will communicate with you about your child's progress*
- *To plan when and where the IEP for kindergarten will be developed*

The form on the following page is designed to help you organize your thoughts before the meeting. Please bring the completed form with you to the meeting. Remember, you are a full member of the team; your thoughts, feelings and decisions are important.

La Reunion del Personal Transitorio

Los miembros del "personal transitorio" son diferentes para cada niño, basado en sus nececidades. Ademas usted como padre del niño, maestra para niños incapasitados, maestra de escuela elemental, y los miembros del personal pueden incluir una persona experta en lenguage, terapista fisico o ocupacional, un educador/a de educacion especial, el principal, maestro/a de arte, maestro/a de educacion fisica o maestra/o de musica. Se le sera informado el nombre de la persona encargado de su niño cuando usted haga la cita con la maestra/o pre-escolar. Escriba las nombres en los espacios proveidos en el siguiente formulario. Si desea que otra personal asista, por favor notifiquenos.

El proposito de la reunion para el personal transitorio son:

- **Para ayudar a los maestros/a nuevos a que conoscan a su hijo/a**
- **Para platicar sobre donde su hijo sera puesto y que servicios sera necesarios**
- **Para platicar sobre el lugar y los ratos que se llevara acabo los servicios.**
- **Para planificar cualquier adaptacion de cursos, clases, o edificio para proveer sus necesidades.**
- **Para platicar la frequencia y de que maneras el maestro/a se comunicara con usted acerca del progreso de su niño/a**
- **Para planificar cuando y donde el IEP para kindergarten sera desarollado**

El formulario el la siquiente pagina es diseñada para ayudar a organizar sus pensamientos antes de la reunion. Por favor traiga el formulario completo con usted a la reunion. Acuerdese, que usted es un miembro de este personal; sus pensamientos, sentimientos, y deciciones son importantes.

BEST COPY AVAILABLE

TRANSITION TEAM MEETING WORKSHEET

Date of Meeting: ____________________ Location: __________________________

Members of Transition Team:

_____________________________________ _____________________________________

_____________________________________ _____________________________________

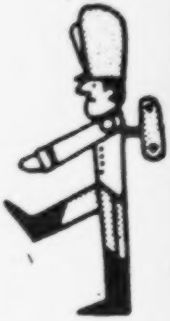
_____________________________________ _____________________________________

These are my child's strengths:

- Things I really like about my child

- Things my child really likes

- Things s/he does well



These are some areas my child may need special help with:

Some things I have been working on at home with him/her are:

Plans for next year:

- What special services do I think my child might need?

- Will s/he need any changes in the classroom or building?

- How do I want to be keep informed about my child's progress? How often?

HOJA DE NOTAS DEL GRUPO DE TRANSICION

Dia de la Reunion ____________________ Sitio ____________________

Miembros del Grupo de transicion:

____________________________________ ________________________

____________________________________ ________________________

____________________________________ ________________________

Estos son algunas de sus abilidades

- Cosas que realmente me gustan de mi hijo/hija

- Cosas que realmente le gustan a mi hijo/hija

- Cosas que el/ella hacen muy bien

Estas son algunas de las areas donde mi hijo/hija necesita ayuda especial.

Algunas de las cosas con las que yo he trabajado en la casa con mi hijo/hija son:

Planes para el año entrante

Que servicios especiales creo yo que mi hijo/hija puedan necesitar?

Necesitara el o ella algunos cambios en el salon de clase o en el Edificio?

Como quiero yo ser informado acerca del progreso de mi hijo/hija? Con que frecuencia?

Key People Chart

As your child moves to elementary school, there will be several new people to get to know. Provided below are spaces for you to record names and phone numbers.

Position	Name/Building	Phone #
Director of Special Services	John Curtis, Jr.	881-6182
Supervisor of Special Services	Mary Cornish	881-6250
Principal of Home School District		
Kindergarten Teacher		
Special Education Teacher		
Speech/Language Pathologist		
Occupational Therapist		
Physical Therapist		
Parent Coordinator	Glenda Okoro	881-6181
(Other):		

CUADRO DE LAS PERSONAS FUNDAMENTALES

Ahora que tu hijo/hija empieza la educacion elemental, habra gente nueva que tendras que conocer. Para tu informacion a continuacion te proveemos con los nombres y telefonos de algunos de ellos.

Posicion	Nombre	Telefono
Director de Servicios Especiales	John Curtis, Jr.	881-6182
Supervisora de Servicios Especiales	Mary Cornish	881-6250
Principal de la Escuela	______________	__________
Maestra de Kindergarden	______________	__________
Maestra de Educacion Especial	______________	__________
Terapista del Habla	______________	__________
Terapista Ocupacional	______________	__________
Terapista Fisica	______________	__________
Coordinadora de los Padres	Glenda Okoro	881-6181
(Otros):	______________	__________
	______________	__________

SCHOOL DISTRICT FIVE
OF
LEXINGTON AND RICHLAND COUNTIES

PHILOSOPHY ON INCLUSION

We respect, value, and honor the diverse gifts and talents of all children; therefore, every child has the inherent right to enjoy a successful school experience. Each child will achieve his or her fullest potential emotionally, physically, socially, and academically on a continuum throughout his/her educational career. Resources and training across disciplines are integral components which will nurture school staff throughout the transition process. A successful transition process must be a collaborative effort among families, educators, policy makers, and the community at large.

TEEM GOALS

1. To develop transition procedures that ensure effective utilization of staff and maximize each child's potential.

2. To develop and clarify team roles and responsibilities that encourage collaboration across disciplines.

3. To provide training and support for all personnel, families, and community members to facilitate successful inclusion.

4. To involve policy-makers and community members in awareness activities.

5. To secure sufficient funding from local, state, and federal sources to ensure the successful implementation of the transition model.

6. To develop and clarify team roles and responsibilities that encourage collaboration across disciplines.

7. To develop, at the school level, plans which provide time to collaborate.

8. To provide appropriate levels of assistance to classroom teachers and their teams.

9. To provide appropriate accommodations which promote high expectations and effectively meet individual needs of all students.

10. To develop management plans which address behavioral, physical, and instructional needs to minimize classroom disruption.

ACTION PLAN

Date: June 7, 1993

Team members:

Jim Shirley	Ginger Holdeman	Cindy Carpenter	Bob Hatchette
Nancy Amundson	Jim Lane	Leah Gore	Marian Hanna
Kim Myers	Terri Pritz	Bonnie Thigpen	Joby Robinson
Margaret Cameron	Lucy Lyons	Marty Hess	RuthAnne Ferrant

ACTIVITIES/TASKS/STRATEGIES	PERSON(S) RESPONSIBLE	DATE INITIATED	PROJECTED DATE OF COMPLETION	DATE COMPLETED
1. Compile developed materials into a written procedures manual. (This manual will be expanded as needed.)	Cindy C. Bob H. Nancy A. RuthAnne F. Ginger H.	6/93	8/93	
2. Write TEEM narrative summary overview to be published in Focus Five or Perspective and possibly the Irmo Independent(Fall issue).	Joby R. Jim L. Marty H.	6/93	6/93	6/14/93
3. Highlight a special needs child who is being transitioned into a regular class and publish in Focus Five or Perspective and possibly the Irmo Independent (January issue).	To be assigned at next TEEM meeting	10/93	2/93	
4. Identify students, families, teachers, and administrators and related service personnel for inservice training				
(a) School-based personnel °Teachers °Assistants °1st grade unit leaders °consulting teachers °special areas °media	Building Principals	1/93	5/93	
(b) Special ed staff	Cindy C.	1/93	5/93	

ACTION PLAN

Date: June 7, 1993

Team members: SCHOOL DISTRICT FIVE PROJECT TEEM

ACTIVITIES/TASKS/STRATEGIES	PERSON(S) RESPONSIBLE	DATE INITIATED	PROJECTED DATE OF COMPLETION	DATE COMPLETED
4. Identify students, families, teachers and administrators and related service personnel for inservice training				
(c) Administrators °Elementary principals °Assistant principals °Placement chairs	Jim L.	1/93	5/93	
(d) Related Service °Physical therapists °Occupational therapists °Psychologists °Lang./Speech °Nurses °Counselors °Transportation Director	Bob H.	1/93	5/93	
5. Develop/identify training team Activities : ° collaboration with previous teacher ° opportunity for classroom observation ° participation in IEP meetings ° identification of support needed ° development of management plans ° identification of consultants as needed	Kim M Ginger H. Cindy C. Teacher Rep Corley reg. K	1/93	10/94	

ACTION PLAN

Date: JUNE 7, 1993

Team members: SCHOOL DISTRICT FIVE PROJECT TEEM

ACTIVITIES/TASKS/STRATEGIES	PERSON(S) RESPONSIBLE	DATE INITIATED	PROJECTED DATE OF COMPLETION	DATE COMPLETED
6. Plan inservice (a) Phase One: Refer to Action #2	Joby R. Jim L. Marty H.	6/93	6/93	6/14/93
(b) Phase Two: Overview of Inclusion for school faculties	Terri P. Margaret C. Jim S. Joby R. Bonnie T.	6/93	8/93	
(c) Phase Three: Expanded inservice to provide specific strategies and share ideas and concerns	To be assigned at Fall TEEM meeting	1/94	10/94	
7. Monitor the 94/95 budget development plan	Bob H.	12/93	12/93	
8. Monitor search process for new superintendent for special needs interests;	Bob H.	6/93	8/93	
Ongoing communication with new superintendent and Board members	Bob H.	8/93	Continued	
9. Clarify transition team roles/responsibilities	Cindy C.	7/93	4/94	
10. Plan TEEM group meetings for 93/94 beginning Oct.'93	RuthAnne F.	7/93	7/93	

SCOPE AND SEQUENCE OF TRANSITION ACTIVITIES

ACTIVITY	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Transition Planning Team established	•			
Transition booklet given to and reviewed with family	•			
Family completes History/Family Priority Checklist	•			
Home-school communication system established	•	•	•	•
Elementary school administrator is notified of child's participation in the preschool program	•			
Family is provided an opportunity to view preschool informational video	•			
Kindergarten Classroom Survival Checklist is completed	•			
Child is given opportunity to learn developmentally appropriate skills	•	•	•	
Family receives information about activities/skills which are developmentally appropriate	•	•	•	
Child is given opportunity to practice identified kindergarten routines	•	•	•	
School Environments Assessment Checklist completed	•			
Special equipment needs are identified	•			
Review History/Family Priority Checklist		•	•	
Special equipment needs are obtained		•	•	
Kindergarten teacher is identified			•	
Transition team is expanded to include elementary school staff			•	
Kindergarten teacher is provided opportunity to view preschool informational video			•	
Special Education team is provided opportunity to view preschool informational viedo			•	
Kindergarten teacher visits preschool			•	
Special Education team visits preschool			•	
Elementary school administrator is invited to visit preschool			•	
Family observation of elementary school scheduled			•	
Family receives Kindergarten information booklet (Rainbow Book)			•	
Reevaluate need for continued special education services			•	
Evaluation results discussed with family			•	

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SCOPE AND SEQUENCE OF TRANSITION ACTIVITIES

ACTIVITY	PHASE 1	PHASE 2	PHASE 3	PHASE 4
Transition/IEP meeting held			•	
Elementary school staff is notified of child's intent to register			•	
Provide necessary information/technical assistance to the elementary staff			•	•
School building adaptations (modifications) completed			•	
Special equipment, materials, personnel, etc. are provided to elementary school			•	
Elementary school staff supports child's progress (reg. and sp. ed.)				•
Preschool staff observes kindergarten placement				•
Follow-up support scheduled and provided				•
Family feedback regarding transition process obtained				•
Elementary school feedback regarding transition process obtained				•

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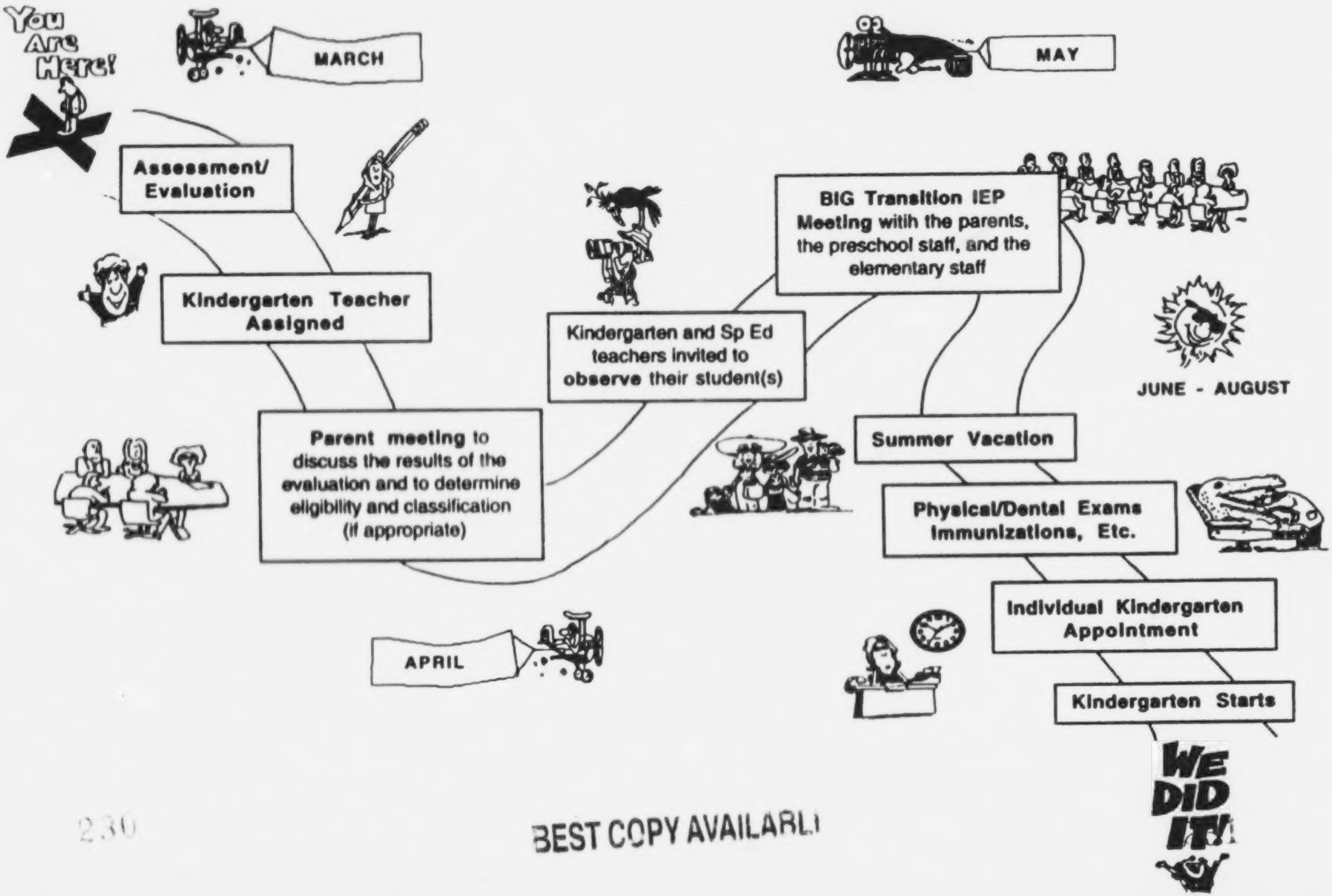
The Road to Kindergarten


You Are Here!
WE DID IT!

MARCH

Assessment/ Evaluation

Kindergarten Teacher Assigned

Parent meeting to discuss the results of the evaluation and to determine eligibility and classification (if appropriate)

APRIL

Kindergarten and Sp Ed teachers invited to observe their student(s)

MAY

BIG Transition IEP Meeting witih the parents, the preschool staff, and the elementary staff

JUNE - AUGUST

Summer Vacation

Physical/Dental Exams Immunizations, Etc.

Individual Kindergarten Appointment

Kindergarten Starts

BEST COPY AVAILABLE

Transition from Preschool to Kindergarten

Welcome to Washington County Schools

WELCOME TO KINDERGARTEN

Washington County School District is delighted to have your child entering our elementary schools. It's hard to believe that it is time to start planning for kindergarten, but it is! There will be changes as your child leaves the preschoool program and enters elementary school. Any transition can be a time of both excited anticipation and of concern for both you and your child.

This booklet was written to:

.....inform you about the transition procedures developed by our school district

.....encourage you to be involved in the planning process to ensure a smooth transition for your child.

You are the link between preschool and elementary school. You are the person who knows your child best and who will always be there, from year-to-year and grade-to-grade. We hope that you will find this booklet helpful to bring along as you attend meetings and are involved in the transition process throughout the next year.

Washington County is involved in the Neighborhood Schools Project. Our basic philosophy is that students should be educated as much as possible within the school each student would attend whether he/she has a disability or not.

Kindergarten registration information can be obtained at the elementary school that your child will be attending.

Washington County School District
Department of Special Education

TRANSITION PHILOSOPHY
Preschool to Kindergarten
(May 1993)

We believe that the schools in the Washington County School District are built, staffed and maintained in order to enable students the opportunity to achieve their highest potential cognitively, socially, emotionally and physically.

We believe that a clearly articulated and timely executed transition from one program or setting to another is essential to help maximize this potential.

We believe that the transition process should be a collaborative effort involving parents, teachers, principals, specialists, paraprofessionals and others.

We believe that transitions for students work the best where there is mutual respect, understanding and commitment on the part of all the transition team members.

We believe that this transition team can help provide an uninterrupted flow of education services that is smooth, safe and successful.

We believe that keeping current in our thinking and practices will help us make the on-going revisions necessary for a state-of-the-art transition process.

Washington County School District
Department of Special Education

TRANSITION GOALS
Preschool to Kindergarten
(May 1993)

1. Seek administrative support in order to enhance the success of the transition process. Such support would include time allocated for the sending and receiving service providers to carry out recommended transition activities such as meetings, home and classroom observations and visitations.

2. Provide continuity of quality programming throughout the transition process. This programming would include relevant testing, a transition IEP, training for the receiving school's service providers and consulting opportunities with the sending school's service providers.

3. Provide a timeline of procedures and specific responsibilities with a simple flow sheet to track the process on each transitioning student.

4. Provide the opportunity for all transition parties, especially parents, to be familiar with the process.

5. Provide opportunities for parent/family involvement, including shared information, communication and decision making.

6. Involve all possible service providers in the transition process in a cooperative and collaborative way.

7. Provide a way to modify and improve the transition process.

GENERAL INFORMATION

Classification Differences

Your child has been receiving services under the classification of Developmentally Delayed. Upon entering kindergarten, your child will no longer be classified as Developmentally Delayed but will need to meet the qualification requirements for one of the following disabling conditions in order to be eligible for continued services:

1. intellectually handicapped
2. severely intellectually handicapped
3. hard of hearing
4. deaf
5. communication disordered (speech impaired)
6. visually impaired
7. behavior disordered
8. orthopedically impaired
9. other health impaired
10. specific learning disabled
11. deaf-blind
12. autistic
13. multi-handicapped
14. traumatic brain injury

Special Education Services

Special education services ranged from consultation and collaboration between regular and special education personnel to full-time placement in a special education setting.

Washington County School District - Department of Special Education

Preschool to Kindergarten
TRANSITION PROCEDURES and TIMELINE
(09/23/93)

This is a simplified version of the procedures and timelines for students with severe disabilities who will be transitioning from preschool to kindergarten. These procedures reflect the best practices for successful transitioning as developed by the National TEEM Outreach based at the University of Vermont.

We invite you to use this as a checklist of things to take place during your child's last year at preschool.

_____ 1. A **Parent Orientation Meeting,** held in August or September, will give you an overview of the Special Education program, the special education staff and the transitioning process, including information on how you can help your child make the successful transition from preschool to kindergarten.

_____ 2. **Parent Contacts** should be made on an on-going basis throughout the preschool year to provide you with any needed assistance, desired information, support and opportunities for participation in planning your child's transition.

_____ 3. An **Initial Visit by Parent to the Receiving School** in September or October, will give you an opportunity to meet the principal, kindergarten teacher and the Special Education staff at the school your child will be attending. You will have the opportunity to exchange information about your child and their educational program.

_____ 4. A **Pre-transition IEP Meeting** will be held to give you the opportunity to help structure your child's program for the preschool year. Included will be those skills and activities needed for a smooth transition to kindergarten.

_____ 5. A **Preschool Open House** will be held in March or April for the receiving school staff (principals, teachers and Special Education staff) to visit the preschool and observe your child in the classroom and to get a feel for their current abilities and programming.

______ 6. A **Transition IEP Meeting** will be held at receiving the school prior to kindergarten, in March, April or May. You will have the opportunity of helping to structure your child's program, including strategies for successful participation and integration into kindergarten.

_____ 7. A **Visit to the Receiving School** in April or May by you and your child will help orient your child to the new school building, the kindergarten and special education classrooms. Your child can met the principal, teachers and others who will be working with them. You can review information regarding kindergarten registration and decide the method you will use to share information one your child starts to attend kindergarten.

_____ 8. **Complete the Kindergarten Registration** in April through May. You can ask any remaining questions about the transition process and attendance at your child's new school (bussing, policies, etc.).

The Transition IEP

An IEP is a meeting where a child's Individualized Educational Plan is developed and written. This plan sets up the general curriculum that the special education team will follow. This is a special year of transition from preschool to kindergarten, and some of the goals will address the transition process.

At this meeting you will discuss your child's strengths and weaknesses with the transition team members. From this information, annual goals and objectives which outline your child's needs will be developed. You will be expected to be a part of this team. Your input is invaluable. You know your child, and you know about skills your child may have which are not identified through the evaluation process.

At the IEP meeting or before, you should receive a copy of your rights as a parent of a child with disabilities. Please read this. If you have questions, ask. We realize they may be somewhat difficult to understand. Any special education teacher should be able to explain them to you.

The Legal Center for people with disabilities, located in Cedar City, has a toll free number. These people are great! They will attend IEP meetings with you if you feel a need for their services. Their number is 1-800-824-9311. There is also a Parent Center, run by and for parents who are more than willing to answer questions or give support.

THE TRANSITION TEAM MEETING

THE "TRANSITION TEAM" MEMBERS ARE DIFFERENT FOR EACH CHILD, BASED ON HIS OR HER NEEDS. BESIDES YOU, AS THE CHILD'S PARENTS, THE PRESCHOOL TEACHERS, AND THE KINDERGARTEN TEACHER WILL BE PART OF THE TEAM. OTHER TEAM MEMBERS MAY INCLUDE A SPEECH/LANGUAGE PATHOLOGIST, A SPECIAL EDUCATOR, THE PRINCIPLE, OCCUPATIONAL THERAPIST, PHYSICAL THERAPIST, AND OTHERS AS NECESSARY.

AS YOUR CHILD MOVES TO ELEMENTARY SCHOOL, THERE WILL BE SEVERAL NEW PEOPLE TO GET TO KNOW. PROVIDED BELOW ARE SPACES TO RECORD NAMES AND PHONE NUMBERS.

DIRECTOR OF SPECIAL EDUCATION	DR. BRAD FERGUSON	673-3553
SPECIAL EDUCATION COORDINATOR	SUSAN ELLIOTT	628-3093
PRINCIPAL		
KINDERGARTEN TEACHER		
SPEECH/LANGUAGE PATHOLOGIST		
SPECIAL EDUCATOR		
TRANSPORTATION		
OCCUPATIONAL THERAPIST	CAROLINE BASS	
PHYSICAL THERAPIST	J. D. ELDER	

IT WOULD BE HELPFUL TO ANSWER THESE QUESTIONS AND BRING THIS PAPER TO THE TRANSITION IEP MEETING.

THESE ARE MY CHILD'S STRENGTHS:
- THINGS I REALLY LIKE ABOUT MY CHILD
- THINGS MY CHILD REALLY LIKES
- THINGS MY CHILD DOES WELL

THESE ARE SOME AREAS MY CHILD MAY NEED SPECIAL HELP WITH:

SOME THINGS I HAVE BEEN WORKING ON AT HOME WITH MY CHILD ARE:

PLANS FOR NEXT YEAR:
- WHAT SPECIAL SERVICES DO I THINK MY CHILD MIGHT NEED?
- WILL MY CHILD NEED ANY CHANGES IN THE CLASSROOM OR BUILDING?
- HOW DO I WANT TO KEEP INFORMED ABOUT MY CHILD'S PROGRESS? HOW OFTEN?

Kindergarten Observation Form

All parents are strongly encouraged to visit the kindergarten at least once before or during their child's last year in preschool. This can be arranged by calling the kindergarten teacher at school or by talking to the preschool teachers. You may find it helpful to bring this form with you when you visit.

With your child in mind, think about the following as you observe:

1. The language used by the teacher:
   How many steps are given at one time in the directions?
   What types of words (vocabulary) might my child be expected to understand?

2. The language used by the children:
   How long are their sentences?
   What types of words (vocabulary) do they use and understand?

3. Behavior of the children:
   For how long might my child be expected to sit still in a group?
   How often do the children talk out of turn or move out of the space in which they should be sitting in a group?

   How much independence is expected? When going to the bathroom? In caring for materials? With coats, boots?

   What are the "classroom rules"?

   What kinds of discipline are used in the classroom?

4. Physical arrangement of the room:
   Where are the bathrooms located? coats? "cubbie" or personal space?

5. Curriculum:
   What type of work is being completed by the children? What materials do they use?

6. What skills might my child need to work on during the time remaining before kindergarten?

The ABC's of Special Education

BD	BEHAVIOR DISORDERED
CD	COMMUNICATION DISORDERED
CDS	COMMUNICATION DISORDERED SPECIALIST or C.D. SPECIALIST
CSHS/HCS	CHILDREN'S SPECIAL HEALTH SERVICES
ESY	EXTENDED SCHOOL YEAR
FAPE	FREE APPROPRIATE PUBLIC EDUCATION
IDEA	THE NAME OF THE NEW LAW WHICH PROVIDES SPECIAL EDUCATION
IEP	INDIVIDUALIZED EDUCATIONAL PLAN
IH	INTELLECTUALLY HANDICAPPED
LD	LEARNING DISABLED
LEA	LOCAL EDUCATIONAL AGENCY
LRE	LEAST RESTRICTIVE ENVIRONMENT
MH	MULTI-HANDICAPPED
OCR	OFFICE OF CIVIL RIGHTS
OHI	OTHER HEALTH IMPAIRED
OT	OCCUPATIONAL THERAPIST (GROSS MOTOR)
PT	PHYSICAL THERAPIST (GROSS MOTOR)
SIH	SEVERELY INTELLECTUALLY HANDICAPPED

RESOURCE ROOM - PLACEMENT 1/2 DAY OR LESS IN SPECIAL EDUCATION

SELF-CONTAINED - 1/2 DAY OR MORE IN SPECIAL EDUCATION

RUTLAND SOUTH SUPERVISORY UNION

TRANSITION PLAN

Student Name: ______________________________

Birth Date: ______________________________

Parent: ______________________________

Address: ______________________________

____

School or Current Placement: ______________________________

Date: ____________________

Phone Number: (W) ________________ (H) ________________

PLANNING TEAM

NAME	POSITION

Time Frame	Step	Action	Person Responsible	Date Started & Completed	Notes
September - October (1 year prior to transition)	1. Establish team: current teachers, parents, administrators, future teachers, service providers 2. Share information regarding transition process with families 3. Anticipate budgetary needs as materials, equipment, staff, building modification, transportation, inservice training	Notify members Parent contact Notify admin.	Current teacher, parent, administrator Designated team member Team and designated team member		
October - November	1. Provide opportunities for team members to visit potential placement options	Set up appoint.	Designated team member		
January	1. Expand transition team to include future personnel 2. Encourage parents to become involved in school community	Recruit relevant members Share inform. and encour. parent	Current case manager Team members		

Time Frame	Step	Action	Person Responsible	Date Started & Completed	Notes
January - March	1. Expanded team meets to share information important to the transition as information about the disability, program information	Share inform. regard. the learner	Current case manager		
	2. Observe student in current settings	Observ. by approp. school staff	Team members		
	3. Make placement recommendations	Review options, make recmd.	Team		
	4. Student visits future setting	Schedule Visits	Team		
	5. Complete "Survival Skills Checklist"	Comp. form	Parents, current and future teachers		
April - October	1. Provide staff and students with identified inservice training	Arrange and hold training sessions	Designated team member		

Time Frame	Step	Action	Person Responsible	Date Started & Completed	Notes
April - May	1. Identify specific resources, personnel, instructional materials, transportation, evaluations, related services, building adaptations, etc.	Share info. and develop plan for accomp.	Team		
May - June	1. Review major IEP goals	Inform future staff	Team		
	2. Develop initial daily schedule	Write schedule	Future classroom teacher and team		
	3. Establish method and schedule of communication between parents and school	Initiate meeting sched, phone contacts, logs, notebook	Team		
	4. Establish fall meeting schedule, frequency, first date	Team comm.	Team		

Time Frame	Step	Action	Person Responsible	Date Started & Completed	
August - September (entering year)	1. Hold first meeting	Review transition plan	Team		
	2. Complete goal activity matrix	Implmnt.	Staff		
	3. Adjust case manager responsibilities	Staff adjust.	Administration		